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Q. Summary and Final Grade
Secondary Education

As an NCATE (National Council for Accreditation to Teacher Education) accredited institution, we have program gateways that students are required to pass in order to continue in the program.

Program Gateways

1. **Admissions**
   - GPS, Praxis I, references, goal statement
   - Interview, writing sample

2. **Planning** – Unit Plan (1st methods course)
   - General rubric and subject specific rubric (e.g., science)

3. **Content** – Test (before student teaching/internship)
   - Praxis II test in subject area

4. **Teaching** – Student Teaching/Internship (middle of program)
   - Observation report, general rubric, and subject specific rubric (e.g., science)

5. **Student Learning** – Exit Portfolio (end of program)
   - General rubric and subject specific rubric (I.e. science)

Rubrics

**Organization of Rubrics**
- General rubric and subject specific rubric
- Organized by 10 INTASC (Interstate New Teacher Assessment and Support Consortium) standards
- Same grading criteria
  - Unacceptable (0)
  - Basic (1)
  - Proficient (2)
  - Distinguished (3)

**Scoring of Rubrics**
- Interpret criteria broadly
- To pass – no scores of (O) Unacceptable and
- Passing scores (average of scores on all standards)
  - Planning – basic (1)
  - Student teaching – 50% basic and 50% proficient (1.5)
  - Portfolio (2)
**INTERNERSHIP**

The Secondary Education Program offers several internship options:

1. A full-semester student teaching internship
2. An extended internship at a Secondary Professional Development School (SPDS)
3. An on-the-job internship with provisional or eligibility licenses issued by the state

Please note that an intern is a graduate student and a student teacher is an undergraduate student. In this document, the words “intern” and “internship” will refer to both graduate and undergraduate students.

**BEFORE YOU PARTICIPATE IN YOUR INTERNSHIP**

<table>
<thead>
<tr>
<th>Pre-Requisite Course/Curriculum Requirements</th>
<th>• You must have completed all endorsement coursework <em>prior</em> to the semester you begin your internship (<em>you should not have any classes while you are participating in your internship other than EDCI 790 and EDRD 619</em>).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• You must have a GPA of 3.0 or better in professional coursework and be in good standing according to CEHD criteria.</td>
</tr>
<tr>
<td></td>
<td>• Satisfactory evaluations in field experiences and all clinical aspects of the Secondary Education program.</td>
</tr>
<tr>
<td></td>
<td>• If the student receives a grade of C in any licensure coursework, the CEHD cannot recommend the student for state licensure.</td>
</tr>
<tr>
<td></td>
<td>• You must pass the Praxis I and Praxis II.</td>
</tr>
</tbody>
</table>
### INTERNSHIP APPLICATION/PLACEMENT/REGISTRATION PROCESS

<table>
<thead>
<tr>
<th>Applications Procedures</th>
<th>• You must complete and submit an internship application and all supporting documentation to the Field Placement Specialist by the deadline. The application is available at <a href="http://gse.gmu.edu/forms/index.htm#internship">http://gse.gmu.edu/forms/index.htm#internship</a>.</th>
</tr>
</thead>
</table>
|  | • Deadlines for internships are as follows:  
Fall—February 15  
Spring—September 15 |
| Placement | • Once your application is received, it will be sent to the school division for placement. The Field Placement Specialist will inform you of your placement in approximately two or three months via your GMU email. Included in the same email will be instructions on how to proceed with your internship. |
| Assignment of University Supervisor | • Once you have a placement, a university supervisor is assigned. The Field Placement Specialist will inform you of your supervisor in approximately two or three months via your Mason email. |
| Credit Registration | • Once you receive your email placement, register for 6 credits in EDCI 790 for your internship on https://patriotweb.gmu.edu. |

### TIME REQUIREMENTS
HOURS | 300 hours minimum to meet licensure requirements 
(150 direct teaching, 150 indirect teaching)
TOTAL WEEKS | 15 weeks (if you exceed your hour requirement during your internship, you must still continue with your internship for the full 15 weeks)
CO-TEACHING WEEKS | 10-11 weeks
INDEPENDENT TEACHING WEEKS | 4-5 weeks

DEFINITIONS OF CO-TEACHING/INDEPENDENT TEACHING

Co-Teaching

While co-teaching will occur throughout the entire 15 week internship, co-teaching will be the only teaching practiced during the first 10-11 weeks of the internship. The intern and cooperating teacher will share teaching responsibilities. The intern will gradually assume more teaching responsibilities for the cooperating teacher’s classes. The cooperating teacher, intern and university supervisor will discuss specific experiences that need to be included during co-teaching. In addition, the intern and cooperating teacher need to plan in advance each co-teaching week and independent teaching week.

Independent Teaching

For approximately 4-5 weeks following the first 10-11 weeks of co-teaching, interns take full responsibility in all or nearly all courses during independent teaching. The intern has full responsibility for planning and instruction. Towards the end of the internship, interns will gradually return full responsibility of the classes to the cooperating teacher.
ON-SITE INTERN EXPECTATIONS

NOTE: If an intern does not comply with the following on-site expectations, school divisions have the right to request an intern be removed from his/her assigned location. There is no guarantee that an intern will be approved for an alternate assignment or location. Due process will be followed by the College of Education and Human Development.

<table>
<thead>
<tr>
<th>ATTENDANCE – Interns are required to follow the cooperating teacher’s daily schedule. Interns must be punctual and arrive when the cooperating teacher arrives, and leave when the cooperating teacher leaves. When an absence is unavoidable, the Intern must notify the school office personnel, cooperating teacher, and university supervisor as far in advance as possible. If the intern is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the cooperating teacher before class begins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOLIDAYS AND VACATIONS – Interns must follow the school year calendar of their assigned school. Mason may have days off that the school does not. If that is the case, Interns must follow their assigned school’s schedule.</td>
</tr>
<tr>
<td>SUBSTITUTE TEACHING – An intern cannot act as a substitute teacher during the internship. A county-designated substitute teacher is usually provided when a cooperating teacher is absent.</td>
</tr>
<tr>
<td>PERSONAL APPEARANCE AND PROFESSIONAL CONDUCT – Interns must dress professionally and exhibit professional behavior in their assigned school. Interns must read their assigned school’s faculty handbook and conform to the professional expectations of their school.</td>
</tr>
<tr>
<td>EXPLORATORY ACTIVITIES—Interns should participate in at least 3 “exploratory” activities such as observing other classes, attending school functions, etc. to enhance their knowledge of the school environment. The intern will not have teaching responsibilities in the classroom when he/she engages in these activities.</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES
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 each member fulfills his or her responsibilities and establishes good working relationships. Frequent and open communication is essential. It is particularly important that the university supervisor and cooperating teacher work as a team to provide support and guidance to the intern.

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, supervisors’ philosophies, and students’ needs will reduce anxiety and increase growth. Interns will be expected to participate fully in the following aspects of the classroom teaching experience:

- Arrange an introductory conference with the cooperating teacher as soon as placements are confirmed
- Attend a required initial orientation session on campus with the university supervisor
- Remain professional, responsible, and courteous at all times
- Maintain the same hours as cooperating teacher’s except for attendance at group meetings that are scheduled by the University Supervisor
- Assist with all cooperating teacher duties (i.e. bus and lunch duties, etc.) which are a regular part of the school day
- Gradually assume greater responsibilities in the classroom until full responsibility is assumed. The timeline for complete takeover of responsibilities is to be developed with the cooperating teacher and the university supervisor
- Complete all assignments listed in the “Documentation” section of the Internship Manual
- Participate as a team member in seminars and school reform initiatives at the Secondary School
- Complete university course work and participate fully in the course; course assignments are integrated with the internship
• Accept responsibility for completion of all reports described in the manual in a timely manner

• Collect materials (e.g., lesson plans, student work samples) to be analyzed in the portfolio.

• Inform cooperating teacher, university supervisor, and the Field Placement Specialist in writing if for any reason the internship cannot be completed

In addition to the responsibilities listed above, the intern will adhere to the following guidelines: 1. The intern will deliver, analyze, and reflect on effective instruction and participate in observations, conferences and lesson redesign to improve instructional outcomes; 2. The intern will pursue a deeper understanding of the relationship between theory and informed practice and between school culture and the learning environment; 3. The intern will understand and become instrumental in developing and using coaching plans focused on growth; 4. The intern should use student assessment data to inform effective instructional practices focused on learning outcomes.

**Cooperating Teacher Roles and Responsibilities**

The cooperating teacher is a role model, instructor, and coach for interns. Cooperating teachers are expected to share supervisory and evaluation responsibilities with the university supervisor. The cooperating teacher serves as mentor, coach, and professional resource for the Intern. This master teacher serves in a number of critical roles:

• Serves as mentor and coach for interns

• Specifies, during the introductory conference, overall goals and specific objectives of the school system or agency and how they relate to the intern

• With intern and university supervisor, develops a plan for student accomplishment of internship tasks using Appendix I

• Assists the intern in meeting school division, university, and classroom requirements

• Provides feedback and support to intern on a daily basis

• Provides bi-weekly written feedback to the Intern, using the Progress Report (Appendix D). Clinical faculty only: Complete weekly observation reports of independent teaching using Appendix C
University Supervisor Roles and Responsibilities

The university supervisor serves as a link between the school and the university, providing support and guidance to Interns and the cooperating teacher. The university supervisor supports the coaching, supervisory, and evaluative functions carried out by the cooperating teacher. The university supervisor also plays an important role in facilitating communication and in providing additional feedback and assistance for the interns. The university supervisor serves in a number of roles:

- Supervise and function as a coach for Interns in collaboration with cooperating teachers and The Office of Teacher Education
- Offer suggestions and support for the Intern, incorporating relevant theories and practical methods of teaching
- Observe intern at least four times in addition to a pre and post internship meeting
- Maintain regular contact with the school and cooperating teacher

In addition to the responsibilities listed above, the cooperating teacher should adhere to the following guidelines:
1. Support and encourage instructional techniques that Interns are learning in their university course work; 2. Serve as a mentor teacher; 3. Analyze practices and the consequences of such practices to improve instruction, utilizing inquiry wherever applicable; 4. Participate in all activities associated with the role.

- Contacts the university supervisor as soon as any internship concerns arise so corrections can be implemented. Conducts telephone or in-person conferences with the university supervisor as needed to review the intern’s progress
- Includes intern in most teaching duties, (e.g., I.E.P. conferences, parent conferences, phone calls, child study, staff meeting, professional development)
- Follows all documenting policies listed in the “Documentation” section of the Internship Manual
- Participates in seminars between and among interns, cooperating teacher, university supervisors and others involved in the secondary school efforts
- Maintain contact with the intern throughout the internship

- Collect from the Intern all documentation according to the policies listed in the “Documentation” section of the Internship Manual

- Evaluate the intern’s practicum experience and submit a grade to the Field Placement Specialist

- Observe, record, reflect upon and analyze practices and performance data to improve the quality of the Internship

In addition to the responsibilities listed above, the university supervisor should adhere to the following guidelines: 1. Assist in the development of professional school-based cultures and the emergence of a compatible and legitimate university preparation environment; 2. Clarify the relationship between theory and practice so that each informs and shapes the other; 3. Serve as an intellectual resource for school partners through sharing of expertise, and provision of articles and research information.

**Principal/Administrator Roles and Responsibilities**

Secondary School administrators foster professional norms of competence and quality learning environments for teachers and students. The Principal/Administrator does the following:

- Oversees the process for identification of quality placement classrooms for interns

- Include interns in scheduled meetings, orientation training, and staff development activities

- Serve as an intellectual resource for secondary school teachers, university supervisors, and interns

- Align organizational structures and resources to reinforce the stated goals of school (e.g., ensures that teachers have access to available technology training and application within the classroom)

- Support supervisors, cooperating teachers, and others to improve instructional outcomes

- Involve interns as part of faculty

- Ensure that mechanisms are in place to help parents participate in and understand the internship goals
Work for continuous school improvement and the professional growth of administration, faculty, and interns

Successful student teaching requires collaborative planning, both long and short term. For an overview of the internship team's responsibilities, see pages 5-6, a summary of the cycle of activities for the intern, cooperating teacher, and university supervisor.

**DOCUMENTATION/ASSIGNMENTS**

The appendices of this manual include forms that must be submitted to the Field Placement Specialist at George Mason University. (These forms may be copied as needed). Folders containing other forms and information for interns, university supervisors, and cooperating teacher are distributed by the Field Placement Specialist. These folders should be used to keep records and to submit documentation to the Field Placement Specialist at the end of each semester. A breakdown of which documentation should be submitted is listed below.

**Cooperating teachers**

<table>
<thead>
<tr>
<th>Form</th>
<th>How Form Should Be Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A (Intern’s Interim and Final Evaluation Profile)</td>
<td>After week six or seven, the cooperating teacher and the university supervisor collaboratively complete to provide feedback to the intern. At the end of the 15-week internship, the cooperating teacher and the university supervisor determine the grade by reaching a consensus.</td>
</tr>
<tr>
<td>Appendix C (Observation Report)</td>
<td>Provide these to the Interns and the university supervisor at least four times during the internship.</td>
</tr>
<tr>
<td>Appendix D (Informal Observation and Feedback Reports)</td>
<td>Discuss these forms at least four times with the Intern throughout the internship.</td>
</tr>
</tbody>
</table>

*Honoraria for cooperating teacher cannot be paid until pay forms or reimbursement forms have been returned to the Field Placement Specialist.*
**Interns**

<table>
<thead>
<tr>
<th>Form</th>
<th>How Form Should Be Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix D (Informal Observation and Feedback Reports)</td>
<td>Interns and cooperating teachers initiate these forms. <strong>Forms should be submitted to the university supervisor following discussion.</strong></td>
</tr>
<tr>
<td>Appendix F (Exploratory Activities)</td>
<td>Intern must participate in three or more exploratory activities and document each. <strong>Documentation must be turned into university supervisor.</strong></td>
</tr>
<tr>
<td>Appendices G/H (Lesson Plan Guidelines/Format)</td>
<td>During independent teaching, Interns must provide weekly lesson plans for prior review by the cooperating teacher and the university supervisor. <strong>The intern will not be allowed to teach without approved lesson plans.</strong></td>
</tr>
<tr>
<td>Appendices J/K (Intern’s Evaluations for Cooperating Teacher/University Supervisor)</td>
<td>At the end of internship, complete a thorough evaluation of the cooperating teacher/university supervisor. <strong>Complete these forms and return to the Field Placement Specialist.</strong></td>
</tr>
<tr>
<td>Appendices O/P (Intern’s Records of Hours)</td>
<td>Intern must keep a weekly record of hours in order to be recommended for licensure. <strong>Intern submits this form to the university supervisor.</strong></td>
</tr>
<tr>
<td>Notebook</td>
<td>Lesson plans, informal observations and feedback, observation reports, and other documentation must be kept in a notebook for review by cooperating teacher and the university supervisor. Interns also must keep a log of hours and attendance in the notebook.</td>
</tr>
</tbody>
</table>

The lesson plan format is designed to 1) help the interns 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 cooperating teacher to discuss particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the intern, university supervisor, and cooperating teacher.
### University Supervisors

<table>
<thead>
<tr>
<th>Form</th>
<th>How Form Should Be Used</th>
</tr>
</thead>
</table>
| Appendix A (Intern’s Interim and Final Evaluation Profile) | After week six or seven, the cooperating teacher and the university supervisor collaboratively complete to provide feedback to the Intern.  
At the end of the 15-week internship, the cooperating teacher and the university supervisor determine the grade by reaching a consensus. **Submit to the Field Placement Specialist.** |
| Appendix C (Summary Observation Reports)  | University supervisors should observe their interns at least four times during the 15-week internship. University supervisors provide their interns/student teachers and the cooperating teacher with a written evaluation of each classroom observation. **Submit to the Field Placement Specialist.** |
| Appendix P (Intern’s Final Grade)         | Determine the final grade for the Intern on this form. This document contains the information needed to process the student’s request for licensure, and is kept as a permanent record. **Submit to the Field Placement Specialist.** |

Travel vouchers for university supervisors also should be submitted to the Field Placement Specialist. Instructions and forms are provided at the beginning of the semester. Please submit all of the previously mentioned forms to the Field Placement Specialist, via the university supervisor, at the end of the internship period.
# Grading Policy

The College of Education and Human Development has approved the following grading policy for EDCI 790.

**NOTE:** All grades must be submitted in the folder University Supervisors receive from the Field Placement Specialist. Grades are to be submitted on Appendix P.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory—Intern successfully meets internship requirements and can be recommended for teacher licensure</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit—Intern 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.)</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress—Intern’s performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements</td>
</tr>
</tbody>
</table>

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

2. The cooperating teacher and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Secondary Coordinator in collaboration with the Director of Teacher Education will determine the grade based on a review of the documentation and consultation with faculty 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.
# SUMMARY SCHEDULE FOR SECONDARY SCHOOL INTERNSHIP

<table>
<thead>
<tr>
<th>FALL OR SPRING SEMESTER</th>
<th>INTERN</th>
<th>COOPERATING TEACHER/CLINICAL FACULTY</th>
<th>UNIVERSITY SUPERVISOR</th>
</tr>
</thead>
</table>
| **Weeks 1-4**           | • Observe, assist, and begin co-teaching in classes  
• Plan with cooperating teacher for co-teaching  
• Develop lesson plans for teaching segments  
• Organize and respond to informal feedback from cooperating teacher  
• Maintain internship notebook  
• Gather portfolio materials  
• Participate in Exploratory Activities – submit notes and reflections  
• Meet with supervisor  
• Submit weekly paperwork to supervisor  
• Submit weekly reflection to university supervisor  | • Provide overview for semester  
• Plan with intern for his/her role and responsibilities throughout the semester  
• Review internship plan with university supervisor  
• Model and scaffold instruction  
• Co-plan and co-teach with intern  
• Conduct at least one observation (one jointly with university supervisor)  
• Provide frequent informal feedback to Intern for planning and teaching  
• Assist / guide Intern in planning Exploratory Activities  | • Clarify procedures  
• Provide assistance as needed  
• Review reports from cooperating teacher and Intern and documentation in internship notebook  
• Conduct at least one observation (one jointly with cooperating teacher)  
• Conduct school visits to meet with cooperating teacher  |
| **Weeks 4-14**          | • Co-teaching Weeks 4-10  
• Independent teaching (full responsibility) approximately Weeks 11-14  
• Develop daily written lesson plans for teaching segments  
• Confer with cooperating teacher daily and with university supervisor as needed  
• Maintain internship notebook  
• Participate in mid-term evaluation conference  
• Gather portfolio materials  
• Participate in Exploratory Activities – submit notes and reflections  
• Meet with supervisor  
• Submit weekly paperwork to the University Supervisor  | • Co-teach with Intern, gradually withdrawing from full responsibilities  
• Plan with Intern for his/her role and responsibilities during Independent Teaching  
• Support Independent Teaching during 4-5 week period when Intern has most responsibility  
• Conduct at least 3 observations with written reports and conferences with Intern  
• Participate in mid-term evaluation conference  
• Confer daily with Intern and with university supervisor as needed  
• Provide frequent informal feedback to Intern for planning and teaching  
• Assist / guide Intern in planning Exploratory Activities  | • Conduct seminars approximately every other week with Interns  
• Conduct school visits to communicate with cooperating teacher  
• Provide assistance as requested or needed  
• Review reports from cooperating teacher and Intern and documentation in internship notebook  
• Conduct three more observations with written reports and conferences with Interns  
• Participate in mid-term evaluation conference  |
<table>
<thead>
<tr>
<th><strong>INTERN</strong></th>
<th><strong>COORDINATING TEACHER</strong></th>
<th><strong>UNIVERSITY SUPERVISOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>Participate in final evaluation conference</strong></td>
<td><strong>Facilitate final evaluation conference</strong></td>
</tr>
<tr>
<td>• Participate in final evaluation conference</td>
<td>• Participate in intern’s portfolio presentation</td>
<td>• Participate in intern’s portfolio presentation</td>
</tr>
<tr>
<td>• Present portfolio in small group setting</td>
<td>• Submit all documentation to university supervisor</td>
<td>• Submit all documentation to the Field Placement Specialist</td>
</tr>
<tr>
<td>• Assist/observe in classes and resource programs</td>
<td>• Verify attendance report</td>
<td>• Submit all documentation to the Field Placement Specialist</td>
</tr>
<tr>
<td>• Complete attendance report and final paperwork</td>
<td>• Complete evaluation of university supervisor</td>
<td>• Submit all documentation to the Field Placement Specialist</td>
</tr>
<tr>
<td>• Complete evaluation of cooperating teacher and university supervisor</td>
<td></td>
<td>• Complete evaluation of cooperating teacher</td>
</tr>
</tbody>
</table>

**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 supervisor, cooperating teacher, and principal. The Director of Teacher Education and Coordinator of Secondary Education should be contacted to determine what resources are needed. The following are some of the ways to provide special support for an Intern:

- Arrange for observation of another intern or a teacher who models the skills that the Intern needs to develop, followed by a conference;
- On extreme rare occasions change a placement within the school to provide a better match of intern and cooperating teacher or 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 or extend an Intern’s independent teaching.
- Provide special experiences during the period after independent teaching in order to address areas needing improvement.
- 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.
- Facilitate conferences with the intern’s academic advisor and/or course instructors.
- Advise an Intern that it is in his or her best interest to repeat all or part of an internship in the following year.

**Additional Internship Guidelines**

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

**Confidentiality of Records.** School division and Mason policies regarding student records will be followed. Interns should familiarize themselves with the school divisions’ policies regarding student
records. An Intern’s evaluation may be shared among the Cooperating teacher, University Supervisor, and responsible administrators until the university supervisor submits the Intern’s cumulative folder to the Field Placement Specialist. After that, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than grades and verification of meeting licensure standards. During the internship, students will receive instructions about employment procedures in local school divisions and the application procedure for licensure in Virginia.

**Records Retention.** Contents of cumulative folders will be retained for one year after completion of internship. After one year, an intern’s transcript and summary form (Appendix P) will be the only records available. 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.
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Completed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>x</td>
<td>Intern Evaluation Rubric</td>
</tr>
<tr>
<td>B</td>
<td>x x x</td>
<td>Assessment Rubric for Evaluations of Interns will be completed by the cooperating teacher and Intern, and shared with university supervisor. Final evaluations will be completed jointly by cooperating teacher, intern, and university supervisor. Interns should keep copies in their notebooks.</td>
</tr>
<tr>
<td>C</td>
<td>x x</td>
<td>Observation Report</td>
</tr>
<tr>
<td>D</td>
<td>x</td>
<td>Observation Reports will be completed at least 2 times during the semester; cooperating teacher (2 observations). Interns should keep copies in their notebooks.</td>
</tr>
<tr>
<td>E</td>
<td>x x x</td>
<td>Options for Exploratory Activities are varied and unlimited. This list includes some of the possibilities for the Intern to participate in for understanding the workings of the school.</td>
</tr>
<tr>
<td>F</td>
<td>x</td>
<td>Exploratory Activities Observation Form</td>
</tr>
<tr>
<td>G</td>
<td>x x x</td>
<td>Secondary Education Lesson Plan Guidelines provide a model lesson plan format. Every lesson plan must contain these elements; however the exact design will vary according to the preferred style of the Cooperating Teacher and the Intern. All formal observations must be accompanied by a fully detailed plan. Interns should keep copies in their notebooks.</td>
</tr>
<tr>
<td>H</td>
<td>x x</td>
<td>Lesson Plan Format</td>
</tr>
<tr>
<td>I</td>
<td>x x</td>
<td>Planning Guide for Intern’s Classroom Responsibilities or a similar form should be used for the cooperating teacher and intern’s collaborative planning. Interns should keep copies in their notebooks.</td>
</tr>
<tr>
<td>J</td>
<td>x</td>
<td>Intern Evaluation of Cooperating Teacher</td>
</tr>
<tr>
<td>K</td>
<td>x</td>
<td>Intern Evaluation of University Supervisor</td>
</tr>
<tr>
<td>L</td>
<td>x</td>
<td>Cooperating Teacher Evaluation of University Supervisor</td>
</tr>
<tr>
<td>M</td>
<td>x</td>
<td>University Supervisor of Cooperating Teacher</td>
</tr>
<tr>
<td>N</td>
<td>x</td>
<td>Instructions for Intern’s Records of Hours describes how to record Intern’s time at the school for state licensure requirements and for university credit.</td>
</tr>
<tr>
<td>O</td>
<td>x</td>
<td>On the Intern Log of Responsibilities and Assignments, record and total hours each week, keep a copy for the intern notebook, and submit each week to the University Supervisor.</td>
</tr>
<tr>
<td>P</td>
<td>x</td>
<td>Total Hours from Weekly Logs</td>
</tr>
<tr>
<td>Q</td>
<td>x</td>
<td>Summary and Final Grade</td>
</tr>
</tbody>
</table>
George Mason University
College of Education and Human Development
Secondary Education Program

Appendix A

Intern Name: ____________________________ Date: ____________

Internship/Student Teaching - General Evaluation Rubric

This rubric describes the teaching internship performance standards in the College of Education and Human Development at George Mason University for secondary school candidates wishing to earn a recommendation for licensure in teaching. Two rubrics will be used to assess the internship/student teaching, a general rubric (included here) and a subject specific rubric (science, mathematics, English, or history/social science). The general rubric includes the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers. The subject specific rubrics include standards from the four content area organizations (NSTA, NCSS, NCTM, or NCTE). In order to earn a recommendation for licensure, a candidate must complete the entire internship and achieve at least an average overall score of 2.0 or above for all INTASC standards on the general rubric and all criteria on the subject specific rubric with no individual standard or criteria scoring below a 1.0 rating. If the average score for all standards is less than 2.0 or any individual standard is less than 1.0, the internship/student teaching may be extended and materials re-submitted per instructions from your university supervisor. General ratings are described as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable: The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>1</td>
<td>Marginal: The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>2</td>
<td>Meets Expectations: The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>3</td>
<td>Exceeds Expectations: The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.</td>
</tr>
</tbody>
</table>
**Directions:** In the space provided, the intern/student teacher is to identify evidence of how each part of each standard has been met, including page numbers where sample evidence can be found.

### Content INTASC Standard 1

The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses Essential Relevant Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes Instruction Around Unifying Themes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds a Conceptual Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays Content Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fosters Understanding of Disciplinary Norms and Ways of Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Learning INTASC Standard 2

The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters Active Student Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Developmentally Appropriate Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diverse Learners INTASC Standard 3

The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to Different Learning Styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to Different Learning Needs (e.g., ELL, learning disabilities, gender, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to Different Skill Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Activities Relevant to Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instruction INTASC Standard 4

The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses Variety of Strategies and Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Effective Questioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fosters Higher-Order Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages Student Thinking/Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fosters Student Creativity and Choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Environment INTASC Standard 5

The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Establishes Routines
- Uses Individual Work
- Organizes Group Work
- Anticipates/Avoids Potential Discipline Problems

Communication INTASC Standard 6

The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Uses Effective Communication to Foster Inquiry
- Integrates Technology
- Fosters Collaboration
- Encourages Communication among Students
- Encourages Communication between Students and Teacher

Planning INTASC Standard 7

The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

- Clearly Connects to Nat’l/State Standards
- Clearly connects to Course Objectives
- Relates Daily Question(s) or Objective(s) to Unit Question
- Relates Daily Activities to Question(s) or Objective(s)
- Relates Assessment to Questions/Objectives
- Develops Content Logically and Coherently
Assessment INTASC Standard 8
The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- Uses Variety of Formal/Informal Assessments 0 1 2 3 ____________________________________
- Assesses Essential Understanding and Skills 0 1 2 3 ____________________________________
- Assesses Higher Order Thinking Skills 0 1 2 3 ____________________________________
- Incorporates Student Self-Assessment 0 1 2 3 ____________________________________
- Uses Assessment to Inform Instruction 0 1 2 3 ____________________________________

Reflection INTASC Standard 9
The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Presents Thoughtful/Coherent Research-based Rationale 0 1 2 3 ____________________________________
- Shows Reflection on Teaching and Best Practice 0 1 2 3 ____________________________________
- Uses Reflection to Impact Teaching 0 1 2 3 ____________________________________

Collaboration INTASC Standard 10
The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students and their well-being.

- Fosters Professional or Community Relationships 0 1 2 3 ____________________________________
- Uses Books, Internet, Research, and Other Resources) 0 1 2 3 ____________________________________
Strengths

Areas to Further Develop

Average standard scores including the subject matter scores (e.g. science, mathematics, English, history/social science)

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____ Overall Average__

______________________________________________________________
Student Signature   Printed Name    Date

NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.

Marginal or above score in all standards    ____YES    ____NO

Overall average meets expectations or higher    ____YES    ____NO

______________________________________________________________
Instructor Signature   Printed Name (who has completed this form)    Date
Appendix B1

GEORGE MASON UNIVERSITY
College of Education and Human Development
Secondary Education Program

Internship Evaluation Rubric English

Name of candidate ___________________________________________ Date ___________

This English rubric is supplemental to the Secondary Education Program’s Internship/Student Teaching—General Evaluation Rubric. These guidelines and rubric describe the planning performance standards in the College of Education and Human Development at George Mason University that secondary school pre-service teachers need to meet as a part of their internship/student teaching. Two rubrics will be used to assess planning: a general rubric and this subject specific rubric. In order to fulfill the requirements of the internship, the pre-service teacher must achieve an average score of at least 2 on all standards (INTASC and subject area). If the average score for any standard is less than a one (1), materials must be re-submitted per instructions from your instructor.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>1</td>
<td>Marginal</td>
</tr>
<tr>
<td>2</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>
Standard 1: Attitudes for English Language Arts

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

- Create a learning environment in which all students can engage in learning.
- Help students become more familiar with their own and others' cultures.
- Assist students in developing habits of critical thinking.
- Use the results of reflective practice to adapt instruction and behavior to assist all students to learn.
- Design a well-conceived plan for professional development.
- Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.
- Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.

Evidence:

Standard 2: Knowledge of the English language

Candidates demonstrate knowledge of, and skills in the use of, the English language.

- Integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance their students’ learning.
- Engage all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA.
- Help students understand the impact of cultural, economic, political, and social environments on language.
- Show consistent respect for language diversity.
- Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning.

Evidence:

Standard 3: Knowledge of literacy

Candidates demonstrate knowledge of the practices of oral, visual and written literacy.

- Permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing.
- Enable students to demonstrate how they integrate writing, speaking, and observing in their own learning processes.
- Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.
- Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes.
- Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

Evidence:
Standard 4: Knowledge of reading processes

Candidates demonstrate their knowledge of reading processes.

- Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty.
- Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts.
- Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.

Evidence:

Standard 5: Knowledge of composing processes

Candidates demonstrate knowledge of different composing processes.

- Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
- Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

Evidence:

Standard 6: Knowledge of literature

Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

- Varied applications for:
  - Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.
  - Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
  - Numerous works specifically written for older children and younger adults.
  - A range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

Evidence:

Standard 7: Knowledge of the media & technology

Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

- Understand media’s influence on culture and people’s actions and communication, reflecting that knowledge not only in their own work but also in their teaching.
- Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts.

Evidence:
**Standard 8: Knowledge of research in ELA**

Candidates demonstrate knowledge of research theory and findings in English language arts.

- Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate.
- Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

**Evidence:**

**Standard 9: Pedagogy for English Language Arts**

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

- Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA.
- Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection.
- Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines.
- Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.
- Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms.

**Evidence:**
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitudes for English Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Knowledge of the English language</td>
<td></td>
</tr>
<tr>
<td>3. Knowledge of literacy</td>
<td></td>
</tr>
<tr>
<td>4. Knowledge of reading processes</td>
<td></td>
</tr>
<tr>
<td>5. Knowledge of composing processes</td>
<td></td>
</tr>
<tr>
<td>6. Knowledge of literature</td>
<td></td>
</tr>
<tr>
<td>7. Knowledge of the media &amp; technology</td>
<td></td>
</tr>
<tr>
<td>8. Knowledge of research in ELA</td>
<td></td>
</tr>
<tr>
<td>9. Pedagogy for English Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Mean Rating

NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.

Student Signature ___________________________ Date __________

Cooperating Teacher Signature ___________________________ Date __________

Supervisor Signature ___________________________ Date __________
GEORGE MASON UNIVERSITY
College of Education and Human Development
Secondary Education Program

Internship Evaluation Rubric – Mathematics

Name of candidate ____________________________________________ Date __________

This mathematics rubric is supplemental to the Secondary Education Program’s Internship —
General Evaluation Rubric. Please note that for each of the National Council of Teachers of
Mathematics (NCTM) Standards listed in this rubric there are indicators which suggest how the
standard might be rated. After assessing the standard, using one or more indicators, please
indicate one rating for the standard as a whole.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Unacceptable</td>
<td>The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>1  Marginal</td>
<td>The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>2  Meets Expectations</td>
<td>The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>3  Exceeds Expectations</td>
<td>The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.</td>
</tr>
</tbody>
</table>
NCTM Standard 1
Knowledge of Mathematical Problem Solving
Candidates know, understand, and apply the process of mathematical problem solving.
Plan includes opportunities for students to engage in the following

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply and adapt strategies</td>
<td></td>
</tr>
<tr>
<td>Employ multiple contexts</td>
<td></td>
</tr>
<tr>
<td>Build mathematical knowledge</td>
<td></td>
</tr>
<tr>
<td>Reflect on problem solving</td>
<td></td>
</tr>
</tbody>
</table>

NCTM Standard 2
Knowledge of Reasoning and Proof
Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include opportunities for proof</td>
<td></td>
</tr>
<tr>
<td>Investigate conjectures</td>
<td></td>
</tr>
<tr>
<td>Develop arguments</td>
<td></td>
</tr>
<tr>
<td>Use multiple types of reasoning</td>
<td></td>
</tr>
</tbody>
</table>

NCTM Standard 3
Knowledge of Mathematical Communication
Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate clearly</td>
<td></td>
</tr>
<tr>
<td>Use precise mathematics language</td>
<td></td>
</tr>
<tr>
<td>Organize thinking with communication</td>
<td></td>
</tr>
<tr>
<td>Analyze other’s thinking</td>
<td></td>
</tr>
</tbody>
</table>
**NCTM Standard 4:**

**Knowledge of Mathematical Connections**
Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use connections between ideas</td>
<td></td>
</tr>
<tr>
<td>Apply and recognize math in outside contexts</td>
<td></td>
</tr>
<tr>
<td>Demonstrate connections between ideas</td>
<td></td>
</tr>
</tbody>
</table>

**NCTM Standard 5**

**Knowledge of Mathematical Representation**
Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use representations to model</td>
<td></td>
</tr>
<tr>
<td>Use representations to communicate</td>
<td></td>
</tr>
<tr>
<td>Use representations in problem solving</td>
<td></td>
</tr>
</tbody>
</table>

**NCTM Standard 6**

**Knowledge of Technology**
Candidates embrace technology as an essential tool for teaching and learning mathematics.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use knowledge of mathematics to select various technological tools</td>
<td></td>
</tr>
</tbody>
</table>

Note: NCTM Standards also include the following standards:
Standard 7 – Dispositions
Standard 8 – Pedagogy
Standard 9 through 15 – Content standards
Standard 16 – Field-based experiences

Standards 7 and 8 have been documented via the use of the INTASC standards on the general rubric. Standards 9 through 15 have been demonstrated by G.P.A. and Praxis II scores for content knowledge in the various topic areas. Students participate in field experiences via coursework, a student teaching internship, and an action research project related to student learning which demonstrate standard 16.
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Knowledge of Mathematical Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Knowledge of Reasoning and Proof</td>
<td></td>
</tr>
<tr>
<td>Standard 3: Knowledge of Mathematical Communication</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Knowledge of Mathematical Connections</td>
<td></td>
</tr>
<tr>
<td>Standard 5: Knowledge of Mathematical Representation</td>
<td></td>
</tr>
<tr>
<td>Standard 6: Knowledge of Technology</td>
<td></td>
</tr>
</tbody>
</table>

Mean Rating

NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.

Student Signature ______________________________ Date ______________
Cooperating Teacher Signature ______________________ Date ______________
Supervisor Signature ______________________________ Date ______________
George Mason University
College of Education and Human Development
Secondary Education Program

Internship – Science Assessment Rubric

This science rubric is supplemental to the Secondary Education Program’s Internship/Student Teaching—General Evaluation Rubric. These guidelines and rubric describe the planning performance standards in the College of Education and Human Development at George Mason University that secondary school pre-service teachers need to meet as a part of their internship/student teaching. Two rubrics will be used to assess planning: a general rubric and this subject specific rubric. In order to fulfill the requirements of the internship, the pre-service teacher must achieve an average score of at least 2 on all standards (INTASC and subject area). If the average score for any standard is less than a one (1), materials must be re-submitted per instructions from your instructor.

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<tr>
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</tr>
</tbody>
</table>
### Science Criteria

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% Hands on Activities</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>100% Inquiry-based</td>
<td></td>
<td>yes</td>
</tr>
</tbody>
</table>

### Safety

The teacher intern demonstrates preparation in legal issues, safety, and ethical treatment of living things in schools.

#### Legal Issues Appropriate for Activities

- requires and promotes knowledge and respect for safety
  
  | 0 | 1 | 2 | 3 | _________________ |

- understands the legal and ethical responsibilities
  
  | 0 | 1 | 2 | 3 | _________________ |

- respects legal restrictions on their collection, keeping, and use of living organisms
  
  | 0 | 1 | 2 | 3 | _________________ |

- requires a safety contract signed by both students and guardians
  
  | 0 | 1 | 2 | 3 | _________________ |

#### Safety Appropriate for Activities

- organizes safe and effective learning environments
  
  | 0 | 1 | 2 | 3 | _________________ |

- practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction
  
  | 0 | 1 | 2 | 3 | _________________ |

- knows and follows emergency procedures
  
  | 0 | 1 | 2 | 3 | _________________ |

- maintains safety equipment
  
  | 0 | 1 | 2 | 3 | _________________ |

- ensures safety procedures appropriate for the activities and the abilities of students
  
  | 0 | 1 | 2 | 3 | _________________ |

- stores science supplies safely and securely
  
  | 0 | 1 | 2 | 3 | _________________ |
**Ethical treatment of living things**

- promotes the welfare of all living things 0 1 2 3
- oversees the welfare of all living things used in the classroom or found in the field 0 1 2 3
- treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner 0 1 2 3

**Research**

The teacher intern demonstrates knowledge of research and investigation in science.

*Multiple forms of scientific inquiry*

- engages students in studies of various methods of scientific inquiry 0 1 2 3
- engages students in active learning through scientific inquiry 0 1 2 3
- encourages students to observe and ask questions 0 1 2 3
- demonstrates understanding of the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge 0 1 2 3

*Design, conduct, and report research*

- encourages students to design inquiries 0 1 2 3
- encourages students to collect and interpret data in order to develop concepts and relationships from empirical experiences 0 1 2 3
- engages students in designing, conducting, reporting, and evaluating investigations in science 0 1 2 3
Mathematics and appropriate technology to collect, process, and explain data

engages students in using mathematics to process and report data, and solve problems 0 1 2 3

engages students in using technology to process and report data 0 1 2 3

Contextual Content

The teacher intern demonstrates knowledge of the contextual content of science.

Socially relevant issues

relates socially important issues to science and technology 0 1 2 3

engages students in analyzing and making decisions on issues 0 1 2 3

Social context

conveys to students important personal and technological applications of science 0 1 2 3

relates science to the community 0 1 2 3

involves stakeholders 0 1 2 3

uses community resources to promote the learning of science 0 1 2 3

History, philosophy and applications of science

conveys the historical and cultural development of science and the evolution of knowledge 0 1 2 3

conveys the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world 0 1 2 3
Unifying concepts of science

plans and organizes instruction to focus on unifying concepts of science

engages students in thinking that conveys unifying concepts

courages students to make connections among science concepts

SUMMARY OF MEAN RATINGS

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Contextual Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Mean of Mean Ratings

NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.

Student Signature ___________________________ Date _________________
Cooperating Teacher Signature ___________________________ Date _________________
Supervisor Signature ___________________________ Date _________________
Appendix B4

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

Internship/Student Teaching Evaluation Rubric

History/Social Science

This history/social science rubric is supplemental to the Secondary Education Program’s Internship/Student Teaching—General Evaluation Rubric. Please note that for each of the 10 National Council for the Social Studies Standards (listed below) there are sample indicators which suggest how the standard might be rated. After assessing the standard, using one or more indicators, please circle one rating for the standard as a whole. In order to earn a recommendation for licensure, a candidate must achieve at least an average general rubric score of 2.0 and at least an average subject specific rubric score of 2.0 with no individual standard score below 1.0.

<table>
<thead>
<tr>
<th>Name of Intern/Student Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>Course/Level Taught</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Unacceptable</td>
<td>The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>1 Marginal</td>
<td>The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>2 Meets Expectations</td>
<td>The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.</td>
</tr>
<tr>
<td>3 Exceeds Expectations</td>
<td>The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.</td>
</tr>
</tbody>
</table>
Standard 1. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Sample Indicators:
- enables learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- guides learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- asks learners to give examples and describe the importance of cultural unity and diversity within and across groups.
- has learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

Standard 1 Rating (Circle one.)
(0) Unacceptable  (1) Marginal  (2) Meets Expectations  (3) Exceeds Expectations

Comments:

Standard 2. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Sample Indicators:
- assists learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- has learners apply key concepts from the study of history—such as time, chronology, causality, change, conflict, and complexity—to explain, analyze, and show connections among patterns of historical change and continuity.
- asks learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

Standard 2 Rating. (Circle one.)
(0) Unacceptable  (1) Marginal  (2) Meets Expectations  (3) Exceeds Expectations

Comments:
Standard 3. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environments.

Sample Indicators:
- has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- challenges learners to examine, interpret, and analyze the interactions of human beings and their physical environments.
- provides learners with opportunities to observe and analyze social and economic effects of environmental changes and crises.
- challenges learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

Standard 3 Rating (Circle one.)

(0) Unacceptable (1) Marginal (2) Meets Expectations (3) Exceeds Expectations

Comments:

Standard 4. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Sample Indicators:
- assists learners in articulating personal connections to time, place, and social/cultural systems.
- assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- enables learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

Standard 4 Rating (Circle one.)

(0) Unacceptable (1) Marginal (2) Meets Expectations (3) Exceeds Expectations

Comments:
Standard 5. The student teacher/intern possesses the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Sample Indicators:

- helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society.
- helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity and change by groups and institutions.
- asks learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

Standard 5 Rating (Circle one.)

(0) Unacceptable (1) Marginal (2) Meets Expectations (3) Exceeds Expectations

Comments:

Standard 6. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.

Sample Indicators:

- enables learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
- helps learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government.
- challenges learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- guides learners to explain how governments attempt to achieve their stated ideals at home and abroad.

Standard 6 Rating (Circle one.)

(0) Unacceptable (1) Marginal (2) Meets Expectations (3) Exceeds Expectations

Comments:
Standard 7. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption.

Sample Indicators:
- provides opportunities for learners to assess how values and beliefs influence economic decisions in different societies.
- has learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- challenges learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- asks learners to distinguish between the domestic and global economic systems, and explain how the two interact.

**Standard 7 Rating** (Circle one.)

(0) Unacceptable  (1) Marginal  (2) Meets Expectations  (3) Exceeds Expectations

Comments:

---

Standard 8. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Sample Indicators:
- enables learners to identify, describe, and examine both current and historical examples of the interactions and interdependence of science, technology, and society in a variety of cultural settings.
- provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change.
- prompts learners to evaluate various policies proposed to deal with social changes resulting from new technologies.

**Standard 8 Rating** (Circle one.)

(0) Unacceptable  (1) Marginal  (2) Meets Expectations  (3) Exceeds Expectations

Comments:
Standard 9. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.

Sample Indicators:
- enables learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- provides opportunities for learners to analyze and evaluate the effects of changing technologies on the global community.
- has learners illustrate how individual behaviors and decisions connect with global systems.

Standard 9 Rating (Circle one.)

(0) Unacceptable   (1) Marginal   (2) Meets Expectations   (3) Exceeds Expectations

Comments:

Standard 10. The student teacher/intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Sample Indicators:
- assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- guides learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibilities.
- facilitates learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view.
- provides opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

Standard 10 Rating. (Circle one.)

(0) Unacceptable   (1) Marginal   (2) Meets Expectations   (3) Exceeds Expectations

Comments:
**NUMERICAL RATINGS SUMMARY**

<table>
<thead>
<tr>
<th>Item Ratings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Ratings of 0=______</td>
<td>x 0=______</td>
</tr>
<tr>
<td>Total Ratings of 1=______</td>
<td>x 1=______</td>
</tr>
<tr>
<td>Total Ratings of 2=______</td>
<td>x 2=______</td>
</tr>
<tr>
<td>Total Ratings of 3=______</td>
<td>x 3=______</td>
</tr>
</tbody>
</table>

Grand Total=_______

Mean Rating (Grand Total/10)=______

**NOTE**: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.

CF/CT SIGNATURE:_______________________________________ Date:______________

University Supervisor SIGNATURE:__________________________ Date:______________

Intern SIGNATURE:_______________________________________ Date:______________

SCHOOL ADMINISTRATOR:__________________________________________________

*CIRCLE ONE*: Mid-Term Evaluation       Final Evaluation

Name of person completing this form:__________________________________________
George Mason University
Observation Form

Intern ________________________________________ Date __________
Univ. Supervisor ___
Observer ________________________________________
Cooperating Teacher___
School ___________________________________________ Class/Grade ________

Activities Observed ____________________________________________

THIS FORM, BASED ON THE TEN INTASC STANDARDS, IS TO BE USED FOR CLASSROOM OBSERVATIONS OF THE STUDENT TEACHER / INTERN.

Content 1. Understands central concepts, tools of inquiry, and structures of discipline /content and creates learning experiences to make subject matter meaningful to students.
Comments:

Student Learning 2. Understands how students learn and develop, provides learning opportunities to support students’ intellectual, social, and personal development.
Comments:

Diversity 3. Understands how students differ in approaches to learning, creates instructional opportunities adapted to diverse learners.
Comments:

Instruction 4. Understands and uses variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
Comments:

Learning Environment 5. Understands individual and group motivation and behavior, creates learning environment encouraging positive social interaction, active engagement in learning, & self-motivation.
Comments:
Communication  6. Understands effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction.

Comments:

Planning  7. Plans instruction based on subject matter, state and national standards, students, and community.

Comments:

Assessment  8. Understands and uses formal and informal assessment strategies consistent with instructional goals to evaluate students’ intellectual, social, & physical development.

Comments:

Reflective  9. Reflects on and evaluates effects of choices and actions on others (students, parents, and other professionals); actively seeks out opportunities to grow professionally.

Professional

Comments:

Partnerships  10. Fosters relationships with school colleagues, parents, and agencies in larger community to support students’ well-being.

Comments:

Areas of strength:

Areas for development:

Intern’s Signature ___________________________ Date ___________________________

Coop Teacher/ Univ. ___________________________ Date ___________________________

Univ. Supervisor’s Signature
INFORMAL OBSERVATION AND FEEDBACK

Intern ________________________________ Period ______ Date ______

Cooperating teacher ___________________________ Class ________________

Notes - Activity or Interaction

Commentary / Recommendations

Cooperating teacher’s Signature Date

Intern’s Signature Date
EXPLORATORY ACTIVITIES

- **Observations / classroom activities**
  - Observe teachers in subject area
  - Observe teachers outside subject area
  - Partnership with teacher in other level, same subject area
  - Day observing classes of one team
  - Select a focus of particular interest, e.g., class management focus, start of semester focus
  - Observe instructional highlights, generally great teaching, program innovations, cooperative learning, History Alive, technology integration
  - Shadow a student for a day
  - Videotape a colleague

- **Special programs / Specialists / School Personnel**
  - Guidance department
  - Special education
  - English for Speakers of Other Languages (ESOL)
  - Team teaching arrangements
  - Reading specialist
  - Technology specialist
  - Peer Helping and Peer Mediation
  - Middle School – special programs: reading specialist, math
  - Administrators
  - Electives – journalism, p.e., art, music, professional / technical classes

- **Extracurricular activities**
  - Assemblies
  - Sports
  - Pep rallies
  - Interest clubs
  - School dances
  - Get involved! Look to cooperating teacher and colleagues who sponsor activities
  - Cafeteria during lunch

- **Meetings**
  - Faculty meetings
  - Team meetings
  - Department meetings
  - Service organizations
  - Tutoring / Mentoring
  - Team parent conference

- **“Other” level activities (middle school / high school)**
  - Classroom observations
  - Team / Department meetings
  - Clubs / extracurricular activities
George Mason University

OBSERVATIONS AND REFLECTIONS – EXPLORATORY ACTIVITIES

Teacher / Activity Observed ___________________________ Subject / Grade ___________________

Date ____________ Period ____________ Time _________ = ________ hours

Notes – may include Planning, Instruction, Assessment, Student Interaction, Strategies and Techniques Observed

Reflections – Questions / Insights / Comments / Future Applications

Intern Signature ________________________________ Date ____________

Cooperating teacher/University Supervisor Signature ___________________ Date ____________
SECONDARY EDUCATION PROGRAM

LESSON PLAN GUIDELINES

Based on previous experiences of Interns, Cooperating teacher, and University Supervisors the following guidelines were developed to improve understanding, consistency, and communication between Interns and their Cooperating teacher and University Supervisors.

1. The lesson plan format in the Manual 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 Supervisor or Cooperating teacher member.

2. Other teaching need not be planned as fully as specified by the lesson plan formats in the Manual. However, 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.

3. Essential components of any lesson plan are: Objectives (in terms of student learning), Learning (Developmental) Activities, Adaptations, and Assessment. At the beginning of the semester, 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 semester.

4. After teaching, reflective comments should be written for all lesson plans.

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 should be placed in the Lesson Plan section of the internship notebook, along with all other lesson plans.

7. Lessons developed by the 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 Supervisor has a record of the Interns’ teaching activities.

8. University Supervisors may require less detailed planning of Interns who have demonstrated a clear understanding of the planning/teaching process.
SECONDARY 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.

VI. Reflection
   • After the lesson, reflect on what went well and what did not go well.
   • Write changes you might implement the next time the lesson is taught.
PLANNING GUIDE FOR INTERN’S CLASSROOM RESPONSIBILITIES

Dates:________________________

<table>
<thead>
<tr>
<th>Class / Period</th>
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<tbody>
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</tbody>
</table>

Use brief notes to indicate plans for the intern and cooperating teacher to share responsibilities for teaching, co-teaching, planning, and observing. Place a copy in Intern’s notebook for review by the University Supervisor. Similar forms may be substituted that are adapted for the schedule and classes.
George Mason University  
College of Education and Human Development  
Intern’s Evaluation of Cooperating teacher

Complete a separate form for each teacher, and return to the Field Placement Specialist. Cooperating teacher will not have access to the information as it appears on this form.

Cooperating teacher__________________________

(name)

Intern Fall ____________________________ Spring __20__

(optional)

Please indicate your agreement with each of the following statements:
(SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My cooperating teacher: (Circle One)

1. Was an effective model of methods/theories learned in my coursework. SA A D SD NA

2. Provided me with support and assistance as needed. SA A D SD NA

3. Provided continuous feedback on any strengths and needs. SA A D SD NA

4. Provided progress reports and observation summaries on schedule. SA A D SD NA

5. Demonstrated good interpersonal relations. SA A D SD NA

6. Was fair in evaluating my performance. SA A D SD NA

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your internship experience and your preparation for it. Thank you for your cooperation.
George Mason University
Office of Teacher Education

Appendix K
Intern

George Mason University
College of Education and Human Development
Intern’s Evaluation of University Supervisor

Return the completed form to the Field Placement Specialist. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor ________________________________
(name)
Intern ________________________________ Fall ___ Spring ___ 20___

Please indicate your agreement with each of the following statements:
(SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My university supervisor: (Circle One)
1. Maintained effective communication with me. SA A D SD NA
2. Was available to me when needed. SA A D SD NA
3. Kept appointments/rescheduled appropriately. SA A D SD NA
4. Demonstrated knowledge of the student teaching program. SA A D SD NA
5. Demonstrated knowledge of the realities of teaching situations such as mine. SA A D SD NA
6. Provided me with accurate and timely feedback and useful recommendations during conferences. SA A D SD NA
7. Provided me with accurate feedback and useful recommendations in written reports. SA A D SD NA
8. Developed effective communication with the Cooperating teacher. SA A D SD NA
9. Demonstrated sound practices of interpersonal relations in interactions with me. SA A D SD NA

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your internship experience. Thank you for your cooperation.
George Mason University Appendix L
Office of Teacher Education Cooperating Teacher

George Mason University
College of Education and Human Development
Cooperating Teacher Evaluation of University Supervisor

Return the completed form to the Field Placement Specialist. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor

Cooperating teacher

Intern

School ___________________________ Fall ______ Spring ______ 20 ___

Please indicate the level of your agreement with each of the following statements:
(SA=Strongly Agree; N=Neutral; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My university supervisor: (Circle One)

1. Maintained effective communications with me throughout the student teaching term. SA A N D SD NA

2. Was available to me when needed. SA A N D SD NA

3. Kept appointments or re-scheduled appropriately. SA A N D SD NA

4. Demonstrated knowledge of the internship program. SA A N D SD NA

5. Demonstrated sound practices of interpersonal relations in interactions with me. SA A N D SD NA

6. To the best of my knowledge, dealt fairly with me. SA A N D SD NA

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thank you for your cooperation.
George Mason University
Office of Teacher Education

Appendix M
University Supervisor

Complete a separate form for each Cooperating teacher, and return to the Field Placement Specialist. Cooperating teacher will not have access to the information as it appears on this form.

Cooperating teacher_________________________________________________________

School__________________________________________ Fall_____ Spring_____20___

University Supervisor_____________________________________________________

Please indicate your agreement with each of the following statements:
(SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

The cooperating teacher:  (Circle One)

1. Was an effective model of methods/theories taught in coursework. SA A D SD NA
2. Provided the Intern with support and assistance as needed. SA A D SD NA
3. Provided continuous feedback on the Intern’s strengths and needs. SA A D SD NA
4. Provided progress reports and observation summaries on schedule. SA A D SD NA
5. Demonstrated good interpersonal relations. SA A D SD NA

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thank you for your cooperation.
George Mason University
Office of Teacher Education

Appendix N
Intern

**INSTRUCTIONS FOR INTERN’S RECORDS OF HOURS**

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during the internship. The state mandates a minimum of 300 hours in supervised classroom experience, of which 150 hours must be in direct teaching activities at the level of endorsement. The George Mason state-approved program requires more than the state’s minimum requirements.

Students are encouraged to record times daily on the Intern Log of Responsibilities and Assignments (Appendix O). Weekly logs of hours should be totaled and submitted to the university supervisor with a copy retained in the Intern’s notebook (Appendix O). Copies of the weekly Intern log of responsibilities and assignments should be used to total hours for the semester on the Summary of Hours and Final Grade (Appendix P). At the end of Independent Teaching, interns should use their copies of their weekly logs (Appendix O) to summarize hours for Appendix P. Weekly logs and the Summary are included in final paperwork submitted for internship credit and state licensure.

Keep record of hours in the following categories:

- **Co-teaching** includes shared responsibility for planning, instruction, assessment, and supervision. Co-teaching may involve team teaching an entire class, or working with individuals or small groups.

- **Independent teaching** includes full responsibility for supervising and teaching an entire class according to plans developed by the intern and approved by the cooperating teacher member.

- **Other activities** include observation, administrative meetings, parent conferences, staff development, etc.

- **Hours of school-based activity** are the total of the first three columns, reflecting the time spent at the school each day.
# INTERN LOG OF RESPONSIBILITIES AND ASSIGNMENTS

Intern

School ___________________________ Grade(s)_____ Subject(s)_____

Week number _______________ Dates_________________

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<th>Co-Teaching hours</th>
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<th>School-Based Activities Total hours</th>
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Cooperating teacher Signature _____________________________ Date __________

University Supervisor Signature _____________________________ Date __________
**TOTALS FROM INTERN’S WEEKLY LOGS**

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* through 15th week (date __________) unless internship days have been extended

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

Intern__________________________________________ Fall _____ Spring _____

School_________________________Grade(s)_____ Subject(s)________________________

Secondary Education Subject Area Endorsement ______________________________________

Cooperating teacher Signature _________________________________________ Date ________

University supervisor Signature___________________________________________ Date ________