

**George Mason University**  
**College of Education and Human Development**  
**Division of Special Education and disAbility Research**

# **Special Education Internship Handbook**

## **EDSE 784**



**2024-25**

**A comprehensive guide for Teacher Candidates, University  
Supervisors, and Mentor Teachers**

**Students with Disabilities who  
Access the Adapted Curriculum**

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## **Clinical Internship Experience: Students with Disabilities who Access the Adapted Curriculum Program**

The College of Education and Human Development's clinical internship program aligns with our core values: Collaboration, Ethical Leadership, Innovation, Research-Based Practice, and Social Justice. It is our goal to prepare students to become reflective practitioners and effective professionals who use research-based practices and integrate technology into their teaching practices. The clinical internship is the culminating experience in our state-approved graduate teacher licensure programs. It provides opportunities for extended teaching practice under the guidance of experienced professionals from the school and university. It is an integral part of a candidate's coursework and provides the most significant opportunity to apply new knowledge, skills and dispositions in a classroom setting.

This manual addresses the roles and responsibilities of University Supervisors, Mentor Teachers and Teacher Candidates. It also includes forms, assessments, and supplemental materials. Additionally, this manual is meant to be used in conjunction with the [School of Education Internship Manual for Teacher Licensure Programs](#), which outlines policies and procedures for all teacher licensure programs in CEHD. Thus, the School of Education Internship Manual for Teacher Licensure Programs should be used together with this manual, which is designed to provide additional detail about internship requirements specific to the K-12 Special Education-Adapted Curriculum graduate internship.

### **Definition of Terms**

Below are some key terms that will be used throughout this handbook and during the internship:

- **Teacher Candidate (TC):** University students who are eligible to participate in the capstone clinical experience of internship (student teaching).
- **University Supervisor (US):** University-based personnel who support the Teacher Candidate and work closely with the Mentor Teacher. The US is the course instructor who conducts observations, provides coaching, and evaluates TC performance.
- **Mentor Teacher (MT):** School-based special education teacher who supervises and supports the TC during their internship. The MT works closely with the US to provide feedback to the TC and to evaluate the TC's performance during the internship.

### **Purpose of Clinical Internship**

The clinical internship in special education provides the opportunity for the Teacher Candidate to apply what he/she has learned in coursework and field experiences. It is expected that Candidates will integrate, apply, and refine those competencies that will help them evolve into an independent special educator who can effectively serve students with disabilities in a variety of settings.

Candidates are expected to demonstrate competencies in the following areas: human relations, organization and preparation for instruction, assessment, self-monitoring, communication skills, classroom management, content knowledge, and instruction for individuals and groups. Details are found in the Internship Rubric, which is closely aligned with the Council for Exceptional Children (CEC) standards and InTASC standards. Be aware that expected competencies vary according to (a) specific area of study, (b) licensure requirements, and (c) individual professional goals. The clinical internship should be viewed as the final opportunity for Teacher Candidates to receive supportive feedback and guidance from program faculty before they either begin new positions or continue in their current positions as fully licensed special educators.

One of the chief objectives of the clinical internship is to help Candidates become their own best critics and to teach a method of self-monitoring which will endure beyond the clinical internship experience. For this reason, evaluation should be looked upon as a helping process so that the Candidate will develop and maintain a reflective attitude as a teacher of children and youth with disabilities. By the same token, internship feedback is vital to the process of ongoing program evaluation and the development of excellence. Candidates should expect to be a critical part of the evaluation process.

### **Licensure Requirements Related to Clinical Internship**

In order to meet the regulations of the Virginia Department of Education, the Special Education-Adapted Curriculum graduate program requires:

1. Two, successful university-supervised clinical internship experiences, one at the elementary level and the other at the secondary level in a middle or high school. Each experience is 3 credit hours for a total of 6 credit hours of clinical internship. The number of weeks on site may vary but all requirements of the clinical internship must be completed successfully.
2. The clinical internship experiences must be with students in the area of disability for which Teacher Candidates are seeking endorsement. For example, to achieve licensure to work with *Students with Disabilities Accessing the Adapted Curriculum*, Teacher Candidates must work with students with severe disabilities who receive special education services through individualized education programs (IEPs), pursuing a non-standard diploma and participating in the alternative assessment program (i.e., access the adapted curriculum through VA Aligned Standards of Learning [ASOLs] and participate in the Virginia Alternate Assessment Program [VAAP]).
3. Teacher Candidates must complete a minimum of 300 hours of clinical internship across six credits; 150 hours of indirect teaching (e.g., planning, meeting, various administrative duties) and 150 hours of direct teaching.

### **Types of Clinical Internships**

There are two types of clinical internships: (a) On-the-job (OTJ) internships and (b) Traditional internships.

#### **On-the-job (OTJ) Clinical Internships: Including cohorts and other on-the-job situations**

Candidates with provisional licenses who are teaching full time in schools may fulfill their clinical internship requirements at their job sites if they have support from their school and are working in a setting with students in the area of disability for which they are seeking endorsement. For the *Students with Disabilities Accessing the Adapted Curriculum* program, the OTJ internship must be completed in K-12 special education settings that: (a) include students with disabilities who access the adapted curriculum (as defined in the Licensure Requirements section above), and (b) allow the Teacher Candidate opportunities to accrue the required internship hours and complete the internship requirements outlined in this Handbook with students with disabilities who access the adapted curriculum for at least 50% of their instructional responsibilities. The OTJ internship placement must be approved by program faculty/advisors upon application to internship. The clinical internship is monitored on-site by a Mentor Teacher appointed by the school's principal and by a University Supervisor from George Mason. Students must contact their school's principal to arrange this clinical internship and Mentor Teacher appointment. The University Supervisor will be assigned by George Mason.

Students teaching in the Mason LIFE program may also apply for an on-the-job clinical internship with approval from the LIFE Program Director.

Important reminders for OTJ internships:

- Although an OTJ placement may be approved for internship, the Teacher Candidate is responsible for any changes that occur in the setting (e.g., Mentor Teacher changes, changes in instructional access to students with disabilities who access the adapted curriculum) after its approval and throughout the internship.
- The Teacher Candidate is responsible for immediately reporting any changes in the OTJ internship placement to the University Supervisor, Academic Program Coordinator and the Teacher Candidate's advisor.
- At any point in the internship process that changes occur, the OTJ internship placement must be re-evaluated and approved by program faculty/advisors before the internship may continue.
- George Mason University and the Division of Special Education are not responsible for any changes in OTJ internship placements after the placement has been approved.

*Note: VDOE does not allow employees in substitute positions to complete on-the-job internships.*

### **Traditional Clinical Internships: Internships requiring placement by George Mason University**

Traditional clinical internships requiring placements through George Mason University are conducted in approved clinics, private and public schools, and institutions educating students with disabilities in the Candidate's area of specialization. Faculty at George Mason assign the Mentor Teacher and University Supervisor.

*Note: In the event that a traditional Teacher Candidate is offered a full-time, contracted position with a local school division while in his/her clinical internship, he/she may not immediately switch into an on-the-job (OTJ) internship. The Candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.*

### **Internship Progression**

Typically, the progression of the internship is as follows:

- Teacher Candidate applies to the internship, following all Office of Teacher Preparation requirements for application (including deadlines, licensure testing, application components, etc.).
- On-the-Job Teacher Candidate contacts the building principal and secures Mentor Teacher for the internship with Mason approval.
- Teacher Candidate's application is reviewed for approval.
- Traditional Teacher Candidate is contacted by the Office of Teacher Preparation with placement information.
- Mason assigns University Supervisor.
- University Supervisor contacts Teacher Candidate.
- Teacher Candidate and University Supervisor attend required internship orientation.
- Internship begins. (See remaining portions of handbook for specific internship tasks and responsibilities)
- At completion of the internship, Teacher Candidate, University Supervisor, and Mentor Teacher complete documentation on VIA/SLL and in Blackboard.

## General Clinical Internship Information

### Attendance

Teacher Candidates completing Traditional clinical internships are required to follow the Mentor Teacher's daily schedule. *Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves.* When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be submitted to the Mentor Teacher before class begins. Teacher Candidates in Traditional clinical internships are not employees of the school division; consequently, they are not entitled to sick leave or personal leave. However, ALL Teacher Candidates are allowed up to three administrative days/absences with prior approval from their program. If the Teacher Candidate's absences exceed the amount allowed, the Teacher Candidate may be asked to extend their internship to make up the time.

Candidates who are completing OTJ clinical internships are expected to adhere to their regular work schedule and responsibilities.

### Personal Appearance and Professional Conduct

Teacher Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the clinical internship. See Assessment B.

### Holidays and Vacations

Candidates must follow the calendar of their assigned school for their clinical internship. The school's calendar may be different from George Mason's calendar during the semester of clinical internship. The Teacher Candidate always follows the calendar of the assigned school during clinical internship. This applies to Thanksgiving and spring break holidays as well.

### General Substitute Teaching Policy

A Traditional Teacher Candidate may occasionally substitute for his/her Mentor Teacher during the internship, provided that they follow the General Substitute Teaching Policy outlined in the [School of Education Internship Manual for Teacher Licensure Programs](#).

### Important Considerations

**If a traditional Teacher Candidate does not comply with placement expectations, school divisions and school principals have the right to request the candidate's removal from the placement. If such a removal is requested, it is highly unlikely a second placement location for the semester will be approved for the candidate. Due process is followed by the College of Education and Human Development should this occur. For OTJ Teacher Candidates, please note that school district's policies supersede the guidelines of Mason/CEHD. A teacher candidate must comply with their school/district's employment policies.**

It is critical that all teacher candidates become familiar with all internship expectations and policies outlined in the [School of Education Internship Manual for Teacher Licensure Programs](#) (see the Placement Expectations section for important considerations), as well as those

outlined in the Special Education Internship Handbook. It is each Teacher Candidate's responsibility to be professional and uphold all of the dispositional behaviors that are delineated with the dispositional rubric (Assessment B) found in this handbook. Candidates who do not uphold the professional behaviors and dispositions promoted by the CEHD Office of Teacher Preparation may be removed from the clinical internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. Assessment B includes the expectations for teaching dispositions. In addition, each school site has faculty expectations outlined in a faculty handbook that should be followed.

Due to the general nature of the risks involved in internship activities, all Teacher Candidates are strongly encouraged to seek additional professional liability coverage. One recommendation is for you to look into the Student Educator Professional Liability Plan offered by the Association of Supervision and Curriculum Development (ASCD) which, for an annual fee, will cover damages arising from professional liability lawsuits.

### **Duration of the Clinical Internship**

<b>For Traditional Teacher Candidates with 2 Placements</b>	
<b>Hours</b>	150 hours minimum (75 direct teaching and 75 hours of indirect teaching) – for each placement
<b>Total Weeks</b>	7-8 weeks for each placement in the fall or spring semester – Total of 14-16 weeks Note: At least 5 weeks for one placement in a summer semester

<b>For OTJ Teacher Candidates</b>	
<b>Hours</b>	150 hours minimum (75 direct teaching and 75 hours of indirect teaching)
<b>Total Weeks</b>	10 weeks minimum

The clinical internship usually includes an introductory visit and a minimum of three, evaluative observations from the University Supervisor. These observations will be arranged by the University Supervisor with the Teacher Candidate and Mentor Teacher. Other internship requirements are outlined in the Handbook. Please note that the requirements outlined in the Handbook are minimum requirements; University Supervisors may add additional requirements (e.g., additional observations, additional reflections) beyond those outlined in the Handbook. Clinical internships may be extended to:

1. address make-ups due to inclement weather or illness,
2. accumulate more teaching hours for the Candidate,
3. provide enough time to develop, present, or demonstrate evidence for the competencies included in the Internship Rubric, OR
4. to address performance-based concerns. There must be documented evidence to warrant approval for performance-related issues. See the Problem Solving process on pages 9-10.

Extensions must be approved by the Mentor Teacher, Program Internship Coordinator, and the Office of Teacher Preparation.

## Gradual Release Towards Independent Teaching for Traditional Internships

Across each 7-8 week traditional internship placement, Mentor Teachers will gradually release teaching responsibility to the Teacher Candidate. While schedules may vary according to the Mentor Teacher's schedule and the Teacher Candidate's readiness, the following outline provides a general overview of how the Teacher Candidate gradually assumes teaching responsibility. Please note that the expectation is for the Teacher Candidate to complete at least two full weeks of assuming complete responsibility for teaching in each placement. Additionally, the schedule for gradually assuming responsibility towards independent teaching should be created with and approved by the Mentor Teacher:

- **Week 1: Observation and Co-Teaching.** During this week, the Teacher Candidate is teaching in a supportive role. The Teacher Candidate should complete teaching activities as assigned by the Mentor Teacher, learn about the classroom environment, and establish rapport and relationships with students.
- **Weeks 2-4: Co-Teaching.** Co-teaching is encouraged throughout the internship. The Mentor Teacher and Teacher Candidate will discuss and plan specific experiences that need to be included during co-teaching. During co-teaching, the Teacher Candidate and Mentor Teacher plan and teach together. During this middle portion of the placement, the Teacher Candidate gradually takes on more teaching responsibilities for the MT's class(es).
- **Weeks 4-8: Independent Teaching.** As the Teacher Candidate continues to take on more teaching responsibilities, they finally enter into independent teaching, where they take the lead teacher role and the Mentor Teacher is in a supportive role. While the Teacher Candidate will continue to engage in co-teaching, by the end of the internship, The Teacher Candidate takes the lead in all co-planning and co-teaching. While the overall schedule will vary by Teacher Candidate, each Teacher Candidate is responsible for at least 2 full weeks of independent teaching in each 7-8 week placement.

## Internship Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

## Grades

Grades for the clinical internship are:

- **S Satisfactory:** Candidate successfully meets clinical internship requirements and can be recommended for teacher licensure.
- **NC No Credit:** Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the clinical 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. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat



the clinical internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.

- **IP In Progress:** The Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.). IP grade can be changed to S or NC upon completion of requirements.

**It is the responsibility of the Teacher Candidate to provide evidence to the University Supervisor and Mentor Teacher for the specific competencies that will be evaluated during the clinical internship.** Showing written documentation and/or an observable demonstration of competencies is the responsibility of the Teacher Candidate. The Teacher Candidate should thoroughly review the Internship Rubric (Assessment A) and discuss with the University Supervisor and Mentor Teacher.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. Candidates will be evaluated on the course objectives and requirements as listed in this handbook and in the course syllabus. Grades will be determined by the following:

1. Ratings on the following documents by the University Supervisor and Mentor Teacher:
  - a. Internship Rubric (Assessment A), and
  - b. Dispositions rubric (Assessment B).
2. Satisfactory submission of all requirements and exit materials, including submission of documentation to VIA.

### **Problem Solving Process**

When issues or problems arise within the clinical internship, the University Supervisor, Mentor Teacher, and Teacher Candidate (i.e., the Triad) need to have a procedure to follow. The following process is to be followed by all members of the Triad:

1. If the University Supervisor, Mentor Teacher, OR Teacher Candidate has a concern or problem related to the internship, they should begin by meeting with other members of the Triad (including school administration as necessary) to discuss the issue.
  - a. If the problem or concern identified is related to impropriety, safety, ethics, or violations of the law, skip to Step 4 below.
2. The Triad should document the meeting and develop a plan of action including how progress will be tracked.
3. The Triad will follow the plan of action and monitor progress. If the problem is resolved, the issue is concluded. If the problem is not resolved, the Triad should continue with Step 4 in the problem solving process.
4. The Triad should contact the program internship coordinator, who may also contact the Academic Program Coordinator. The program internship coordinator will then contact the Division Director, Office of Teacher Preparation, and school administrators and personnel, as needed.
5. A plan of action will be developed and discussed with the Triad. The Triad will begin with Step 3 of the problem-solving process again and will keep the program internship coordinator involved in progress monitoring.
6. If the problem continues without resolution, the situation will be reviewed to determine appropriate outcomes, which may include extension of internship, change of personnel, change of placement, or termination of internship.

### **Special Assistance for Teacher Candidates**

Occasionally, Candidates need special assistance and extraordinary arrangements to successfully complete their licensure programs. In such cases, the University Supervisor and the Mentor Teacher will collaboratively develop an individualized plan. *The CEHD Office of*

Teacher Preparation and program internship coordinator must be involved in order to approve the plan and advise accordingly.

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

1. Arranging for observation of another Candidate or a teacher who models the skills that the Candidate lacks and then conferencing about it.
2. Changing a placement within the school (on rare occasions) to provide a better match of Candidate and Mentor Teacher.
3. Changing a placement to another school (on rare occasions) if a suitable alternative placement is not available in the same school
4. Modifying the schedule for independent teaching to begin more gradually and/or to add days.
5. Providing special experiences during the period after independent teaching in order to address areas needing improvement.
6. Facilitating conferences with the Candidate's academic advisor and/or course instructors.
7. Sending the Candidate to the Mason Counseling and Psychological Services for personal or therapeutic support.
8. Sending the Candidate to the Mason Financial Planning and Assistance office for advice on financial aid.
9. Sending the Candidate to the Mason Student Health Center or other source of medical assistance.

## **On-the-Job Clinical Internship Teacher Candidates**

## Responsibilities

OTJ clinical internship Teacher Candidates are working full time (virtually and/or face-to-face) in schools and are expected to work with their principals to designate (and have approved) their Mentor Teacher. OTJ Teacher Candidates must show evidence of successful completion of tasks related to the Internship Rubric (Assessment A) in their teaching position. The Teacher Candidate is responsible for understanding and completing the required tasks of the clinical internship.

Requirement	Related Document
1. Attend a virtual initial clinical internship orientation meeting at Mason (You will be notified by the Special Education program of this date and time.)	none
2. Login to Blackboard course.	none
3. Read the Special Education Clinical Internship Handbook, syllabus (posted on the internship Blackboard site), and the Internship Rubric to understand all aspects of the clinical internship that must be documented.	Handbook Syllabus <i>Assessment A</i>
4. Before your internship begins, complete the CEHD Experiential Learning Agreement (ELA) Packet, which will be emailed to you and will be completed within an online form.	none
5. Meet with Mentor Teacher to plan clinical internship and ways you will document all aspects of Internship Rubric.	none
6. Schedule at least 3 <b>formal</b> observations with University Supervisor. Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference. After the observation, the University Supervisor will email you the completed Observation Summary Report (Form 3), which you will need to upload to Blackboard (in the Forms page).	Lesson plan form agreed upon by Candidate and University Supervisor  <i>Form 3-Observation Summary Report</i>
7. If possible, schedule at least 1 <b>formal</b> observation with <b>Mentor Teacher</b> . Complete a lesson plan for each observed lesson. Note that for OTJ internships, Mentor Teacher observations are optional but strongly encouraged if possible.	<i>Form 3-Observation Summary Report</i>
8. Document all direct and indirect teaching hours related to the clinical internship requirements.	<i>Form 1-Log of Hours</i>
9. Complete reflections weekly and submit to the University Supervisor.	<i>Form 4-Weekly Reflection</i>
10. Complete the Seclusion and Restraint modules required by VDOE for licensure. Upload a copy of your certificate of completion to Blackboard. All information can be found on the internship Blackboard site (in the Seclusion and Restraint Modules page).	See internship Blackboard site
11. Participate in initial, midpoint, and final conference with University Supervisor and Mentor Teacher. Please note that a midpoint conference may be called at the discretion of the University Supervisor and/or Mentor Teacher.	University Supervisor will document
12. Complete online evaluation of internship through VIA.	none
13. Before final conference, upload signed/final Observation Summary Reports (at least 3) to Blackboard (Forms page).	<i>Form 3-Observation Summary Report</i>

14. Following final conference, upload signed/final Internship Rubric to VIA.	<i>Assessment A-Internship Rubric</i>
15. Following final conference, upload signed/final Internship Summary and Final Grade document to Blackboard (Forms page).	<i>Form 2-Internship Summary and Final Grade</i>
16. Following final conference, upload signed/final Log of Hours to Blackboard (Forms page).	<i>Form 1-Log of Hours</i>

## **Traditional Clinical Internship Teacher Candidates**

## Responsibilities

Traditional clinical internship Teacher Candidates are placed in schools with a Mentor Teacher by the George Mason Special Education program. Over the span of the eight-week clinical internship (note: at least five weeks in a summer semester), traditional internship Teacher Candidates are expected to gradually assume all of the responsibilities (virtual and/or face-to-face) of the Mentor Teacher, including instruction, collaboration with other professionals and families, and other duties as assigned. Teacher Candidates should plan this gradual assumption of responsibility with their Mentor Teachers at the earliest date possible (see Item 6 below). The Teacher Candidate is responsible for understanding and completing the required tasks of the clinical internship. *For traditional Teacher Candidates who are completing TWO clinical internships, these requirements are repeated for EACH clinical internship.*

Requirement	Related Document
1. Check your Mason email regularly and frequently throughout your internship. As soon as you receive information about your assigned internship placement, complete any Human Resources (HR) requirements to access your internship placement. Any delay in this process may result in your inability to complete the internship.	none
2. Attend a virtual clinical internship orientation meeting at Mason. (You will be notified by the Special Education program of this date and time.)	none
3. Login to Blackboard course.	none
4. Read the Special Education Clinical Internship Handbook, syllabus (posted on the internship Blackboard site), and the Internship Rubric to understand all aspects of the clinical internship that must be documented.	Handbook Syllabus <i>Assessment A</i>
5. Before your internship begins, complete the CEHD Experiential Learning Agreement (ELA) Packet, which will be emailed to you and will be completed within an online form.	none
6. When placements are confirmed, arrange an introductory conference with the Mentor Teacher. Please note that you may have planning days to attend prior to the start of the internship.	none
7. Meet with Mentor Teacher to plan clinical internship (gradual assumption of individual, small group, and whole group instruction) and ways you will document all aspects of the Internship Rubric.	none
8. Maintain same hours and assist with all duties of the Mentor Teacher.	none
9. Become familiar with any virtual platforms, school facility, staff and administrators, classroom routines and management processes, services provided to students with disabilities in the special and general education setting, student records, and IEPs.	none

10. Schedule at least <b>3 formal observations</b> with <b>University Supervisor</b> . Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference.	Lesson plan form agreed upon by Candidate, Mentor Teacher, and University Supervisor  <i>Form 3-Observation Summary Report</i>
11. Schedule at least <b>2 formal observations</b> with <b>Mentor Teacher</b> . Complete a lesson plan for each observed lesson.	<i>Form 3-Observation Summary Report</i>
12. Document all direct and indirect teaching hours related to the clinical internship requirements.	<i>Form 1-Log of Hours</i>
13. Complete reflections weekly and submit to the University Supervisor.	<i>Form 4-Weekly Reflection</i>
14. Complete the Seclusion and Restraint modules required by VDOE for licensure. Upload a copy of your certificate of completion to Blackboard. All information can be found on the internship Blackboard site (in the Seclusion and Restraint Modules page).	See internship Blackboard site
15. Participate in initial, midpoint, and final conference with University Supervisor and Mentor Teacher. Please note that a midpoint conference may be called at the discretion of the University Supervisor and/or Mentor Teacher.	University Supervisor will document
16. Complete online evaluation of internship through VIA.	None
17. Before final conference, upload signed/final Observation Summary Reports (at least 3 from University Supervisor and 2 from Mentor Teacher ) to Blackboard (Forms page).	<i>Form 3-Observation Summary Report</i>
18. Following final conference, upload signed/final Internship Rubric to VIA.	<i>Assessment A-Internship Rubric</i>
19. Following final conference, upload signed/final Internship Summary and Final Grade document to Blackboard (Forms page).	<i>Form 2-Internship Summary and Final Grade</i>
20. Following final conference, upload signed/final Log of Hours to Blackboard (Forms page).	<i>Form 1-Log of Hours</i>



## **University Supervisors**

### Role of University Supervisor

As a University Supervisor you play an important role in the preparation of Candidates for careers in education. You serve not only as a role model for the Teacher Candidate, but also as an ambassador for George Mason University. University Supervisor and Mentor Teachers collaborate to ensure that the Candidate is fully prepared to take on the responsibilities of a full-time special education teacher in a variety of settings.

University Supervisors are classified as GMU adjunct instructors and are afforded all the benefits thereof. University Supervisors are hired by semester on a contractual basis via contracts generated by the Office of Teacher Preparation.

University Supervisors serve as liaisons between the school and George Mason University. They provide support and guidance to the Teacher Candidate and the Mentor Teacher via feedback, reassurance and evaluations. They facilitate communication among all parties (note: University Supervisors are required to use their Mason email accounts when communicating electronically with Teacher Candidates and Mentor Teachers). It is the University Supervisor's responsibility to initiate contact with the Mentor Teacher and ensure the Mentor Teacher has received the Internship Handbook.

### Unsatisfactory Progress

It is the responsibility of the University Supervisor, in collaboration with the Mentor Teacher, to determine satisfactory progress of the Teacher Candidate in the clinical internship. If either the Mentor Teacher or the University Supervisor documents that the Teacher Candidate is NOT making satisfactory progress, the University Supervisor or Mentor Teacher need to take action immediately. The University Supervisor should thoroughly document everything observed during the internship. In rare cases, when a candidate is not doing well, documentation is the only support a supervisor has to justify a failing or "No Credit" grade. If a candidate is struggling, the University Supervisor must convey this feedback to the candidate, the Mentor Teacher, and the program internship coordinator (Melissa Ainsworth) and have documentation that this feedback has occurred. Finally, for the steps in addressing unsatisfactory progress, see the flowchart of the Problem Solving Process on pages 9-10.

### Logistics

Once contracts are in order, University Supervisors are paid bi-weekly on the 1<sup>st</sup> and 16<sup>th</sup> of the month. Payment is according to the number of credit hours of each clinical internship supervised and the highest degree held by the University Supervisor. For trips of 25 miles or more (not including those to the GMU campus), the US may request mileage reimbursement monthly during the semester for accumulated travel. Reimbursement rates may vary. Contact the Office of Teacher Preparation (internsh@gmu.edu) for questions about the current pay scale or mileage directions.

Credits	Direct/Indirect Teaching Hours (teaching log)	Length of clinical internship	Minimum # of formal observations
3	75/75	8 weeks (Traditional internship) at least 10 weeks (OTJ internship) Note: at least 5 weeks in a summer semester	3
6	150/150	16 weeks (2 Traditional internships)	6

The TOTAL 300 hours of direct/indirect teaching needed for state licensure is a combination of TWO, 8-week clinical internships that the Adapted Curriculum program requires for the Candidate to complete for licensure. These placements must be at two different levels - elementary and secondary.

If a Teacher Candidate is on-the-job and they are only completing ONE clinical internship, they will then work with Mason advisors to complete paperwork to determine if they meet the requirements to “waive” their SECOND clinical internship. On-the-job Candidates and traditional Candidates have the SAME requirements and number of hours for each clinical internship experience.

### Responsibilities

Requirement	Related Document
1. Ensure you have access to the Blackboard site for the course, including the syllabus located on the Blackboard site.	Course Syllabus (on Blackboard site) Blackboard tutorials (as necessary; see Supplemental Materials)
2. Attend a virtual clinical internship orientation meeting at George Mason (You will be notified by the Special Education program of this date and time.)	none
3. Review Internship Rubric to understand all aspects of internship that must be documented.	<i>Assessment A-Internship Rubric</i>
4. When placements are confirmed, arrange an introductory meeting with the Mentor Teacher and Teacher Candidate virtually. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	none
5. Ensure the Mentor Teacher receives the internship handbook. Remind Mentor Teacher to submit pay form as required in the handbook.	Handbook
6. Verify that Mentor Teacher and Teacher Candidate have planned the clinical internship and ways they will document all aspects of the Internship Rubric	none
7. Schedule <b>at least 3 formal observations</b> with Teacher Candidate. Complete an Observation Summary Report (Form 3) for each observation (minimum of 3). Conduct a pre- and/or post-observation conference with the Teacher Candidate.	<i>Form 3-Observation Summary Report</i>
8. For <b>traditional</b> internships only: Verify that the Teacher Candidate completes at least <b>2 formal observations with the Mentor Teacher</b> , and the Mentor Teacher completes a Summary Observation form ( <i>Form 3</i> ) for each formal observation. For <b>OTJ</b> internships, we <b>strongly encourage at least 1 formal observation</b> with the Mentor Teacher, if possible.	<i>Form 3-Observation Summary Report</i>
9. Verify that Teacher Candidate documents all direct and indirect teaching hours (virtually and face-to-	<i>Form 1-Log of Hours</i>

face) related to the clinical internship requirements. <b>**If the Teacher Candidate will not meet the 75 direct teaching hours and/or 75 indirect teaching hours, please notify Kristen O'Brien <i>immediately</i>.</b>	
10. Verify that the Teacher Candidate completes weekly reflections and submits them to you. Provide feedback on the weekly reflections and email the form to the Teacher Candidate. Remind the Teacher Candidate to upload the completed form to the Forms page of Blackboard.	<i>Form 4-Weekly Reflection</i>
11. Conduct initial, midpoint, and final conference with Teacher Candidate and Mentor Teacher (can coincide with observation conferences).	Document conferences as needed
12. Verify the teacher candidate has completed the Seclusion and Restraint modules required by VDOE for licensure, and that they have uploaded a copy of their certificate of completion to Blackboard.	See internship Blackboard site
13. Complete online evaluation of internship through VIA. Verify Teacher Candidate and Mentor Teacher complete their online evaluations of the internship before the final conference.	none
14. Complete Internship Rubric and Dispositions Rubric with assistance of Mentor Teacher. Sign and provide copy to Teacher Candidate at final conference.	<i>Assessment A-Internship Rubric Assessment B-Teacher Candidate Dispositions Rating</i>
15. Complete and sign Internship Summary and Final Grade at final conference.	<i>Form 2-Internship Summary and Final Grade</i>
16. After the final conference, verify the Teacher Candidate has uploaded all remaining signed/completed Forms ( <i>Form 1-Log of Hours, Form 2-Internship Summary and Final Grade, Form 3-Observation Summary Reports</i> [3 from University Supervisor; 2 from Mentor Teacher for traditional internships only]) and Assessments (signed/completed <i>Assessment A-Internship Rubric</i> ) to Blackboard.	<i>Form 1-Log of Hours Form 2-Internship Summary and Final Grade Form 3-Observation Summary Report Assessment A-Internship Rubric</i>
17. Evaluate the Internship Rubric (Assessment A) in VIA within 10 days of internship completion. Ensure that the Teacher Candidate has uploaded the signed/completed Internship Rubric <i>before</i> scoring the rubric in VIA.	<i>Assessment A-Internship Rubric</i>
18. Evaluate the Dispositions Rubric in VIA within 10 days of internship completion. Note that there is no VIA upload required from the Teacher Candidate for the Dispositions Rubric.	<i>Assessment B-Dispositions Rating</i>
19. Within 48 hours of completion of internship, <u>post grade to PatriotWeb.</u>	<i>Supplemental materials</i>

## **Mentor Teachers**

## Role of Mentor Teacher

As a Mentor Teacher for George Mason University's teacher licensure program, your knowledge of content and expertise in classroom management, instruction and assessment will provide a guide and model for your Teacher Candidate. *Mentor Teachers are role models and advocates for the Teacher Candidate.*

This clinical internship is the culminating experience of the Teacher Candidate's program. With the University Supervisor, you will ensure that the Candidate is fully prepared to take on the responsibilities of a full-time teacher (or continue them effectively).

*Note: Candidates completing on-the-job (OTJ) clinical internships select Mentor Teachers. Candidates who are placed are assigned a Mentor Teacher by George Mason.*

## Trajectory for Traditional Teacher Candidates

Traditional Teacher Candidates must log at least 75 hours of direct teaching with students and 75 hours of indirect teaching over an 8-week period (at least 5 weeks in the summer semester) in each of two clinical internships. It is important for them to move into the role of instructor quickly. Mentor Teachers should orient Traditional Candidates to materials, processes and procedures quickly. Traditional Candidates are expected to observe and assist their Mentor Teacher, move to co-teaching and finally to independent teaching with students in whatever setting they receive special education services. See the Gradual Release Towards Independent Teaching for Traditional Internships section of the handbook on p. 8 for more information.

## Mentor Teacher Honorarium

Mason's Office of Teacher Preparation provides an honorarium to Mentor Teachers as appreciation of their service. Honorariums are granted to Mentor Teachers according to the length of the internship. Mentor Teachers are paid according to the credit hours the Candidate is completing and the length of the clinical internship. Most Candidates will be registered for 3 credit hours in a semester. It is anticipated that 3 credit hour clinical internships run from 8-12 weeks and the stipend is \$125.00. During summer semesters in which internships are less than 6 weeks, the stipend is \$100.

Please reference the Office of Teacher Preparation's [Mentor Teacher website linked here](#) for directions on submitting an honorarium, which must be submitted no later than 30 days after the last day of internship to receive the honorarium. The Honorarium section of the Mentor Teacher website includes (a) directions for submitting an honorarium and (b) links to the two required forms (Mentor Teacher Pay Form and W-9 Form). Any questions about the honorarium can be directed to Christine Nardelli at [cnardell@gmu.edu](mailto:cnardell@gmu.edu). Please note that payment will take a minimum of 4-6 weeks to process after the internship ends and upon receipt of completed forms. Completed honorarium paperwork can be sent to Christine Nardelli at [cnardell@gmu.edu](mailto:cnardell@gmu.edu), or you can mail forms to the following address:

George Mason University CEHD/Office of Teacher Preparation  
4400 University Drive, MS 6C13  
Fairfax, VA 22030

## Responsibilities

Requirement	Related Document
1. Review Special Education Clinical Internship handbook when received.	Handbook

2. Meet with Teacher Candidate to plan clinical internship and documentation of activities related to Internship Rubric.	none
3. Attend an introductory meeting with the University Supervisor and Teacher Candidate. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	none
4. Sign the Teacher Candidate's Experiential Learning Agreement (ELA), an online form that will be sent to you once the Teacher Candidate has completed their portion. See <a href="#">directions here</a> for signing the ELA.	
5. Schedule formal observations of Teacher Candidate (2 <b>required</b> for <b>traditional</b> candidates; 1 <b>strongly encouraged</b> for <b>OTJ</b> candidates) to address areas in Internship Rubric, particularly areas not visible by University Supervisor. Complete a Summary Observation form for each formal observation. Conduct a pre- and/or post-observation conference with the Teacher Candidate.	<i>Form 3-Observation Summary Report</i>
6. Verify that Teacher Candidate documents all direct and indirect teaching hours related to the clinical internship requirements.	<i>Form 1-Log of Hours</i>
7. Meet with Teacher Candidate at regular intervals ( <b>at least weekly</b> ) to discuss progress.	none
8. Conduct initial, midpoint, and final conference with Teacher Candidate and University Supervisor (can coincide with observation conferences). If a midpoint conference is needed, this can be done at the discretion of the University Supervisor and/or Mentor Teacher. The University Supervisor will document these conferences.	none
9. In conjunction with the University Supervisor, complete and sign final Internship Rubric and Dispositions Rating.	<i>Assessment A-Internship Rubric Assessment B-Dispositions rating</i>
10. In conjunction with the University Supervisor, discuss and finalize the Internship Summary and Final Grade document.	<i>Form 2-Internship Summary and Final Grade</i>
11. Complete online evaluation of internship (link sent via email from <a href="mailto:no-reply@watermarkinsights.com">no-reply@watermarkinsights.com</a> ).	none
12. Complete stipend requirements (as outlined above) no later than 30 days after the last day of the clinical internship.	Stipend documents outlined in Handbook on p. 24

## **Special Education Clinical Internship Forms**





## Instructions for Log of Hours

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during the clinical internship. The state mandates a minimum of 300 hours in such activities, of which 150 hours must be independent or direct teaching. Thus, across both internship placements (i.e., elementary and secondary), the Mason Teacher Candidate must acquire 300 hours, with at least 150 hours in direct teaching. A total of 150 hours is required for each 3-credit section of EDSE 783/784/785 (clinical internship experience). This includes at least 75 hours of direct teaching and at least 75 hours of indirect teaching:

**Direct Teaching:** Time spent directly interacting with students, whether co-teaching, independently teaching, small group teaching, or one-on-one teaching. Please note that while hours of Direct Teaching for traditional teacher candidates may initially be more supported by the Mentor Teacher, the expectation is that by the middle/end of the internship, Direct Teaching hours include full responsibility for planning and implementing instruction.

**Indirect Teaching:** Time spent in activities that support instruction but do not involve interactions with students, including planning, preparation, observing the Mentor Teacher, observing students, evaluating students' work, attending school meetings, meeting with the Mentor Teacher and/or University Supervisor, etc.

Candidates are encouraged to record times daily on the Log of Hours, which will improve accuracy. Candidates should add rows or make copies of the Log of Hours document below as needed for the internship period. A separate Log of Hours should be started for each internship placement. Hours are to be totaled by the Teacher Candidate, and each page of the log verified by the Mentor Teacher and reviewed by the University Supervisor. During the last visit of the clinical internship, the Teacher Candidate submits the summary log of hours (Form 2) to the University Supervisor, which may require estimating for the final days.







Form 2

### Internship Summary and Final Grade

Teacher Candidate: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Licensure Program: \_\_\_\_\_

School: \_\_\_\_\_

School Division: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Grade/Subject(s) taught by Teacher Candidate: \_\_\_\_\_

#### *Totals from Log of Hours (Form 1)*

	<b>Total Hours</b>
<b>Direct Teaching:</b>	
<b>Indirect Teaching:</b>	
<b>Grand Total:</b>	

Final Grade \_\_\_\_\_

**Grading Scale:** S (Satisfactory), NC (No Credit), IP (In Progress)

University Supervisor \_\_\_\_\_

Signature



Form 3

### **Observation Summary Report Adapted Curriculum**

The purpose of this report is to document observations completed by the University Supervisor or Mentor Teacher in areas directly related to the Internship Rubric and CEC standards. Please use this report form to provide a summary of the observation after the signatures and specific statements related to the identified CEC standards on this page. This documentation will provide evidence for outcomes on the Internship Rubric at the end of the internship.

Teacher Candidate:			
Observation Date:			
Observer Name:			
Observer Role (check one):	<input type="checkbox"/>	Mentor Teacher	<input type="checkbox"/>
			University Supervisor
Activities Observed:			
Grade/Subject(s):			

#### **Observation Summary**

Below the observer writes a summary of what was observed.

#### **Recommendations**

Below the observer lists recommendations for the Teacher Candidate, including practices to continue (i.e., strengths of the lesson) and suggestions for improvement.

#### **CEC Standards Noted During Observation**

Below the observer indicates which elements of CEC standards were noted during the observation. The observer may choose to write additional documentation, if needed.

#### **INSTRUCTIONAL PLANNING AND STRATEGIES (CEC Standard 5)**

##### **Elements of CEC Standards were noted for the following:**

##### **Standard 5: Instructional Planning and Strategies**

	5a. Selects, adapts and implements a variety of evidenced-based practices validated for learners with moderate to severe exceptionalities.
	5b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.
	5c. Plans pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.

	5d. provides opportunities for students to work independently and in cooperative groups.
	5e. Encourages critical thinking and problem solving through prompts, questioning and application.
	5f. Demonstrates competence in using technology to achieve instructional objectives.
	5g. Uses strategies to support and enhance communication skills of students.
	5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals whose primary language is not the dominant language.
	5i. Uses strategies to facilitate maintenance and generalization of skills across environments.
	5j. Uses a variety of research-based educational practice and curriculum guidelines to develop units and lesson plans that meet the needs of diverse learners.
	5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).
	5l. Facilitates learning experiences that incorporate self-direction, interaction, choice and consideration of multiple perspectives.
	5m. Gathers, creates and organizes materials and equipment in advance.
	5n. Incorporates and implements instructional and assistive technology into the educational program.
	5o. Evaluates and modifies instructional practices in response to ongoing assessment data
	5p. Use functional assessments to develop intervention plans.
	5q. Presents content accurately and instructions clearly.

#### CLASSROOM MANAGEMENT/CLIMATE (CEC Standard 2)

##### Elements of the CEC Standards were noted for the following:

##### CEC Standard 2: Learning Environments

	2a. Maintains an orderly and supportive environment by managing routines.
	2b. Motivates students with moderate to severe exceptionalities through interesting and challenging activities.
	2c. Sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.
	2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence. .
	2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.
	2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.
	2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.
	2h. Communicates high expectations while respecting and valuing individual differences and cultural diversity.
	2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.
	2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.

#### ASSESSMENT (CEC Standard 4)

##### Elements of the CEC Standards were noted for the following:

##### Standard 4: Assessment

	4a. Creates and explains criteria for assessing student work.
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	4b. Plans for using various methods to assess students' learning.
	4c. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.
	4d. Conducts formal and informal assessments using appropriate technologies as supports.
	4e. Keeps records of students' progress and problems and uses data to assess student learning.
	4f. Develops or modifies individualized assessment strategies.
	4g. Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).
	4h. Uses assessment data to profile student learning and guide instruction (formative).

### PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 6)

#### Elements of the CEC Standards were noted for the following:

#### Standard 6: Professional Learning & Ethical Practice

	6a. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
	6b. Accepts constructive criticism and demonstrates growth in professional knowledge and skills.
	6c. Reflects on his/her professional practice.
	6d. Demonstrates commitment to engage in research-supported practices.
	6e. Observes school policies and procedures.
	6f. Demonstrates effective oral communication skills..
	6g. Demonstrates effective written communication skills.
	6h. Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.
	6i. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.

### COLLABORATION (CEC Standard 7)

#### Elements of the CEC Standards were noted for the following:

#### Standard 7: Collaboration

	7a. Communicates regularly with parents and involves them in problem solving and learning activities.
	7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.
	7c. Maintains confidential communication about students with moderate to severe exceptional learning needs.
	7d. Fosters respectful and beneficial relationships between families and professionals.
	7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
	7f. Observes, evaluates, and provides feedback to Para educators.
	7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Weekly Reflection – Adapted Curriculum

**Teacher Candidate Name:**

**Mentor Teacher:**

**Grade Level of Students:**

**Subject Area:**

**Date of Weekly Reflection:**

**Directions:** Use this form to document **weekly reflections** pertaining to your internship experience. Think about your strengths and your growth areas as a new special education teacher. Please include examples within your reflective statements. Your reflections could be conceptualized and/or written in various ways. For example:

- You could choose one CEC standard that particularly stood out to you for that specific week. If you choose this type of reflection, highlight that CEC standard below and write your reflection in the designated area. Be sure to include examples of strengths and areas you feel you need to develop.
- You could choose one CEC standard as your strength for that specific week, and then include a different CEC standard where you felt you needed more guidance.
- You could reflect upon your internship week in generalities, considering all of (or several) of the CEC standards.

Once you have considered your reflective strategy (which could change from week to week), complete the following form by doing the following:

1. Under the **RED** heading (there are **5 areas/headings**), write a narrative of your reflection in this area.
2. Under the **Elements** section, mark which elements you feel you experienced or reflected upon during the internship week experience.
3. Under the **COMMENTS** section at the end of the document, please describe any other reflective items you feel are pertinent to your internship experience for this week.
4. When your form is completed, email it to your University Supervisor, who will document their feedback and email it back to you.
5. Once you've received the form with your University Supervisor's feedback, upload it to the Forms page of the Blackboard site.

### **INSTRUCTIONAL PLANNING AND STRATEGIES (CEC Standard 5):**

**Elements of CEC Standards were noted for the following:**

Standard 5: Instructional Planning and Strategies



	5a. Selects, adapts and implements a variety of evidenced-based practices validated for learners with moderate to severe exceptionalities.
	5b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.
	5c. Plans pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.
	5d. provides opportunities for students to work independently and in cooperative groups.
	5e. Encourages critical thinking and problem solving through prompts, questioning and application.
	5f. Demonstrates competence in using technology to achieve instructional objectives.
	5g. Uses strategies to support and enhance communication skills of students.
	5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals whose primary language is not the dominant language.
	5i. Uses strategies to facilitate maintenance and generalization of skills across environments.
	5j. Uses a variety of research-based educational practice and curriculum guidelines to develop units and lesson plans that meet the needs of diverse learners.
	5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).
	5l. Facilitates learning experiences that incorporate self-direction, interaction, choice and consideration of multiple perspectives.
	5m. Gathers, creates and organizes materials and equipment in advance.
	5n. Incorporates and implements instructional and assistive technology into the educational program.
	5o. Evaluates and modifies instructional practices in response to ongoing assessment data
	5p. Use functional assessments to develop intervention plans.
	5q. Presents content accurately and instructions clearly.

## **CLASSROOM MANAGEMENT/CLIMATE (CEC Standard 2):**

### **Elements of the CEC Standards were noted for the following:**

#### **CEC Standard 2: Learning Environments**

	2a. Maintains an orderly and supportive environment by managing routines.
	2b. Motivates students with moderate to severe exceptionalities through interesting and challenging activities.
	2c. Sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.
	2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence. .
	2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.
	2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.
	2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.

	2h. Communicates high expectations while respecting and valuing individual differences and cultural diversity.
	2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.
	2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.

### **ASSESSMENT (CEC Standard 4):**

#### **Elements of the CEC Standards were noted for the following:**

##### **Standard 4: Assessment**

	4a. Creates and explains criteria for assessing student work.
	4b. Plans for using various methods to assess students' learning.
	4c. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.
	4d. Conducts formal and informal assessments using appropriate technologies as supports.
	4e. Keeps records of students' progress and problems and uses data to assess student learning.
	4f. Develops or modifies individualized assessment strategies.
	4g. Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).
	4h. Uses assessment data to profile student learning and guide instruction (formative).

### **PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 6):**

#### **Elements of the CEC Standards were noted for the following:**

##### **Standard 6: Professional Learning & Ethical Practice**

	6a. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
	6b. Accepts constructive criticism and demonstrates growth in professional knowledge and skills.
	6c. Reflects on his/her professional practice.
	6d. Demonstrates commitment to engage in research-supported practices.
	6e. Observes school policies and procedures.
	6f. Demonstrates effective oral communication skills..
	6g. Demonstrates effective written communication skills.
	6h. Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.

	6i. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.
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### **COLLABORATION (CEC Standard 7):**

#### **Elements of the CEC Standards were noted for the following:**

##### **Standard 7: Collaboration**

	7a. Communicates regularly with parents and involves them in problem solving and learning activities.
	7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.
	7c. Maintains confidential communication about students with moderate to severe exceptional learning needs.
	7d. Fosters respectful and beneficial relationships between families and professionals.
	7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
	7f. Observes, evaluates, and provides feedback to Para educators.
	7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.

#### **COMMENTS:**

**\*SEND COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR.**

#### **UNIVERSITY SUPERVISOR FEEDBACK:**

## **Special Education Internship Assessments**



Assessment A

Internship Rubric for Candidates in Initial Adapted Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

Table with 4 columns and 5 rows: School, Subject Area, Year, Date of Observations, Date of Conference. Includes fields for School Division, Grade Level, Semester, and Mid-Point/Final.

Signature Indicating Participation in Review/Conference Process:

Mentor Teacher Date

University Supervisor Date

Candidate Date

## Purpose and Instructions

Consistent with the College of Education and Human Development's (CEHD) conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Teacher Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of a series of key elements aligned with the following two sets of standards.

- Council for Exceptional Children (CEC) standards: CEC is the Specialized Professional Association (SPA) for special education, and the K-12 Special Education-General Curriculum licensure program is aligned to these standards. The first part of the Rubric below includes a series of key elements aligned to CEC standards on which the Teacher Candidate is evaluated throughout the internship.
- Interstate Teacher Assessment and Support Consortium (InTASC) standards: All initial licensure programs in CEHD are aligned to the InTASC standards, which are used for college accreditation purposes. Thus, these standards are broader expectations for all teacher candidates, not just those in special education programs. The second part of the rubric below includes a series of key elements aligned to InTASC standards on which the Teacher Candidate is evaluated throughout the internship.

The University Supervisor and Mentor Teacher will complete each element of the Rubric at the end of each internship as the final, summative evaluation of Teacher Candidate performance and will discuss the Rubric with the Candidate during and at the end of each internship. The University Supervisor and Mentor Teacher should collaboratively evaluate every item on the Rubric, whether by observation or by other documentation. The Candidate uploads the final, completed Rubric (including signature page and all rubric pages) to VIA at the end of the internship.

## CEC Internship Rubric

### Scoring Guidelines for CEC Items

**3-Exceeds Expectations:** Candidates receive a score of 3 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

**2-Meets Expectations:** This is the **TARGET** score. Candidates receive a score of 2 if they perform at the expectations of candidates at this point in their programs. There is evidence that candidates have successfully met expectations for the key element.

- Note: If a Teacher Candidate is progressing in this element but is not quite fully meeting the expectations, Candidates receive a score of 2 and evidence should be provided in the rubric to document their progress towards the key element.

**1-Does Not Meet Expectations:** Candidates receive a score of 1 if they perform below the expectations of candidates at this point in their programs. There is evidence that the candidate does not meet expectations for the key element, which may be due to lack of performance or evidence provided, or evidence that the candidate's performance was inconsistent or insufficient to demonstrate mastery of the key element.

**N/A-Not applicable:** Candidates may receive a rating of N/A on items where evaluation is not possible given the internship placement/setting.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<b>CEC Standard 2: Learning Environments</b>				
CEC 2a. <i>Maintains an orderly and supportive environment by managing routines.</i>	Candidate fails to manage classroom routines and thereby fails to maintain an orderly and supportive environment.	Candidate maintains an orderly and supportive environment by managing classroom routines.	Candidate actively analyzes the needs of the learners with moderate to severe exceptionalities in order to create and maintain an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of the students with moderate to severe exceptionalities.	
CEC 2b. <i>Motivates students with moderate to severe exceptionalities through interesting and challenging activities.</i>	Candidate fails to develop interesting and challenging activities to motivate students with moderate to severe exceptionalities.	Candidate motivates students with moderate to severe exceptionalities through interesting and challenging activities.	Candidate takes student interests and abilities into consideration and designs a variety of learning activities, which motivate and challenge students with moderate to severe exceptionalities. Candidate uses evidence-based practices to motivate students with moderate to severe exceptionalities.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2c. <i>Sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.</i>	Candidate sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.	Candidate sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	
CEC 2d. <i>Designs learning environments that encourage active participation in individual and group activities and encourage student independence.</i>	Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.	Candidate designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate designs learning environments that are multisensory, integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.	
CEC 2e. <i>Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.</i>	Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with moderate to severe exceptionalities.	
CEC 2f. <i>Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.</i>	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.	
CEC 2g. <i>Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.</i>	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	
CEC 2h. <i>Communicates high expectations while respecting and valuing individual differences and cultural diversity.</i>	Candidate fails to communicate high expectations for all students with moderate to severe exceptionalities.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with moderate to severe exceptionalities.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.	



Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2i. <i>Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.</i>	Candidate uses behavior management strategies which do not meet the needs of the individual with exceptional learning needs.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Candidate gathers background information on the individual with exceptional learning needs and analyzes upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	
CEC 2j. <i>Establishes and maintains rapport with individuals with and without exceptional learning needs.</i>	Candidate fails to establish caring, friendly interactions or a rapport with students with and without exceptional learning needs.	Candidate establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate consistently establishes caring, friendly interactions and a positive rapport with students with and without exceptional learning needs.	
<b>CEC Standard 4: Assessment</b>				
CEC 4a. <i>Creates and explains criteria for assessing student work.</i>	Candidate does not explain criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	Candidate creates and explains criteria for assessing student progress.	Candidate chooses appropriate assessment tools and strategies, communicates criteria to students with moderate to severe exceptionalities and collaborative team, confirms their understanding, and applies criteria consistently.	
CEC 4b. <i>Plans for using various methods to assess students' learning.</i>	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.	
CEC 4c. <i>Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.</i>	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with moderate to severe exceptionalities and other key stakeholders.	
CEC 4d. <i>Conducts formal and informal assessments using appropriate technologies as supports.</i>	Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.	Candidate conducts formal and informal assessments using appropriate technologies as supports.	Candidate selects, adapts/modifies, and conducts formal and informal assessments that accommodate the unique needs of students with moderate to severe disabilities using appropriate technologies as supports.	
CEC 4e. <i>Keeps records of students' progress and problems and uses data to assess student learning.</i>	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate keeps records of students' progress and problems and uses data to assess student learning.	Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4f. <i>Develops or modifies individualized assessment strategies.</i>	Candidate fails to develop or modify individualized assessment strategies.	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and uses clinical judgment upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.	
CEC 4g. <i>Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).</i>	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.	Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate uses individual and group progress data to identify specific adjustments needed to improve student learning outcomes for all learners with moderate to severe exceptionalities (summative).	
CEC 4h. <i>Uses assessment data to profile student learning and guide instruction (formative).</i>	Candidate does not use student assessment data to make instructional decisions (formative).	Candidate uses assessment data to profile student learning and guide instruction (formative).	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments (formative).	
<b>CEC Standard 5: Instructional Planning and Strategies</b>				
CEC 5a. <i>Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.</i>	Candidate selects and implements a variety of evidence-based practices but fails to make differentiate instruction on an individual level to promote student understanding of academic learning for all students with moderate to severe exceptionalities.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate implements multiple evidence-based practices, resources, and technologies in units of instruction that promote student understanding of academic learning for all students with moderate to severe exceptionalities.	
CEC 5b. <i>Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.</i>	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	
CEC 5c. <i>Plans pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.</i>	Candidate provides inappropriate or poor planning of pacing, methods and materials.	Candidate plans pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities.	Candidate plans pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities and uses clinical judgment on the efficacy of these instructional decisions.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5d. <i>Provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.</i>	Candidate fails to provide adequately structured opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate provides structured opportunities and formative feedback to learners with moderate to severe exceptionalities to teach them how to work independently and in cooperative groups.	
CEC 5e. <i>Encourages critical thinking and problem solving through prompts, questioning, and application.</i>	Candidate fails to teach critical thinking and problem solving due to poor quality presentation of prompts, questions and application opportunities.	Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) through prompts, questioning, and application.	Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) on a daily basis through prompts, questioning, and application.	
CEC 5f. <i>Demonstrates competence in using technology to achieve instructional objectives.</i>	Candidate fails to demonstrate competence in using technology to teach students to learn instructional objectives.	Candidate demonstrates competence in using technology to teach students to learn instructional objectives.	Candidate demonstrates high levels of skill in using technology to teach students to learn instructional objectives.	
CEC 5g. <i>Uses strategies to support and enhance communication skills of individuals with exceptional learning needs.</i>	Candidate uses limited strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses evidence based practices, appropriate AAC and assistive technology, and modeling to support and enhance communication skills of individuals with exceptional learning needs.	
CEC 5h. <i>Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.</i>	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	
CEC 5i. <i>Uses strategies to facilitate maintenance and generalization of skills across environments.</i>	Candidate fails to utilize strategies to facilitate maintenance and generalization of skills across environments.	Candidate uses strategies to facilitate maintenance and generalization of skills across environments.	Candidate uses multiple strategies to facilitate maintenance and generalization of skills across environments.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5j. <i>Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.</i>	Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with moderate to severe exceptionalities.	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.	Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities. Candidate monitors student progress and makes responsive adjustments to instruction based on continual observations.	
CEC 5k. <i>Plans a sequence of activities, which are focused on achievement of the instructional objective(s).</i>	Candidate plans a sequence of activities which is not focused on the achievement of the instructional objective(s).	Candidate plans a sequence of activities, which are focused on achievement of the instructional objective(s).	Candidate plans a sequence of activities that is focused on achievement of the instructional objective(s) and builds off of students' prior knowledge, life experiences and interests.	
CEC 5l. <i>Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives</i>	Candidate is overly directive in class, misses most opportunities for students with moderate to severe exceptionalities to learn self-direction and make choices.	Candidate facilitates learning experiences that incorporate self-direction, interaction, and choice.	Candidate analyzes the effectiveness of student interactions during learning experiences and develops engaging and interactive activities appropriate for the cognitive and social development, preferences and skill set of students with moderate to severe exceptionalities.	
CEC 5m. <i>Gathers, creates, and organizes materials and equipment in advance.</i>	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.	
CEC 5n. <i>Incorporates and implements instructional and assistive technology into the educational program.</i>	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with exceptional learning needs.	
CEC 5o. <i>Evaluates and modifies instructional practices in response to ongoing assessment data.</i>	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates individual's learning progress and assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments.	
CEC 5p. <i>Use functional assessments to develop intervention plans.</i>	Candidate develops instructional plans without the use of data from functional assessments.	Candidate uses functional assessment data to develop instructional plans.	Candidate uses multiple data points including functional assessment to develop instructional plans.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5q. <i>Presents content accurately and instructions clearly.</i>	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	
<b>CEC Standard 6: Professional Learning and Ethical Practice</b>				
CEC 6a. <i>Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional</i>	Candidate describes without examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.	Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.	Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession. Candidate can describe the value of adhering to professional standards.	
CEC 6b. <i>Accepts constructive criticism and demonstrates growth in professional knowledge and skills.</i>	Candidate fails to accept constructive criticism and demonstrate growth in professional knowledge and skills.	Candidate accepts constructive criticism and demonstrates growth in professional knowledge and skills.	Candidate accepts constructive criticism, and demonstrates growth <i>and dissemination</i> of professional knowledge and skills.	
CEC 6c. <i>Reflects on his/her professional practice</i>	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate shows evidence of reflecting on his/her professional practice.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.	
CEC 6d. <i>Demonstrates commitment to engage in research-supported practices.</i>	Candidate fails to use research-supported practices in instruction.	Candidate demonstrates commitment to the use of research-supported practices in instruction.	Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.	
CEC 6e. <i>Observes school policies and procedures.</i>	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.	
CEC 6f. <i>Demonstrates effective oral communication skills.</i>	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.	
CEC 6g. <i>Demonstrates effective written communication skills.</i>	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6h. <i>Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.</i>	Candidate fails to support student learning and displays evidence of low expectations for at least some students with moderate to severe exceptionalities.	Candidate demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with moderate to severe exceptionalities and communicates confidence in their ability to make progress over time. Candidate provides opportunities for all students with moderate to severe exceptionalities to meet or exceed objectives through development of engaging activities and monitoring of learning that takes into account students' needs, preference and abilities.	
CEC 6i. <i>Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.</i>	Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.	Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.	
<b>CEC Standard 7: Collaboration</b>				
CEC 7a. <i>Communicates regularly with parents and involves them in problem solving and learning activities.</i>	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate communicates regularly with family members and collaborates in order to increase student learning through and to engage additional support when needed.	
CEC 7b. <i>Engages in productive relationships with other educators, service providers, and personnel from community agencies.</i>	Candidate fails to provide evidence of engaging in productive relationships with team members, other educators, service providers, and personnel from community agencies.	Candidate engages in productive relationships with team members, other educators, service providers, and personnel from community agencies.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.	
CEC 7c. <i>Maintains confidential communication about students with moderate to severe exceptional learning needs.</i>	Candidate shares confidential information about students with moderate to severe exceptional learning needs with outside parties.	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs.	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
CEC 7d. <i>Fosters respectful and beneficial relationships between families and professionals.</i>	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 7e. <i>Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</i>	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.	
CEC 7f. <i>Observes, evaluates, and provides feedback to Para educators.</i>	Candidate fails to observe, evaluate and provide feedback to Para educators.	Candidate observes, evaluates, and provides feedback to Para educators.	Candidate observes, evaluates, and provides feedback to Para educators in a proactive manner, and works actively for the betterment of teaching and learning in the classroom.	
CEC 7g. <i>Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.</i>	Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.	Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.	

## InTASC Internship Evaluation Rubric

### Scoring Guidelines for InTASC Items

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

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

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

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<b>InTASC Standard 1: Learner Development</b>				
<p>IT 1. <i>The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p><b>Key Proficiencies:</b> <i>Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations</i></p>	<p>The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>	
<b>InTASC Standard 2: Learner Differences</b>				
<p>IT 2. <i>The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p><b>Key Proficiencies:</b> <i>Learner background, classroom culture</i></p>	<p>The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.</p>	<p>The evidence indicates that the Candidate demonstrated familiarity with group and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.</p>	<p>The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.</p>	
<b>InTASC Standard 3: Learning Environment</b>				



Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 3: <i>The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.</i></p> <p><b>Key Proficiencies: Learner rapport; pacing/transitions; classroom management</b></p>	<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>	
<b>InTASC Standard 4: Content Knowledge</b>				
<p>IT 4: <i>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.</i></p> <p><b>Key Proficiencies: Content representation; content clarify; instructional strategies for content.</b></p>	<p>The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.</p>	<p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.</p>	
<b>InTASC Standard 5: Application of Content</b>				
<p>IT 5: <i>The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p> <p><b>Key Proficiencies: Problem solving; real-work application; cross-curricular connections</b></p>	<p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.</p>	
<b>InTASC Standard 6: Assessment</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 6: <i>The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</i></p> <p><b>Key Proficiencies: Varied assessments; data analysis; feedback</b></p>	<p>The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction. Candidate did not consider incorporation of the use of technology in an effective manner for assessment.</p>	<p>The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.</p>	<p>The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.</p>	
<b>InTASC Standard 7: Planning for Instruction</b>				
<p>IT 7: <i>The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p> <p><b>Key Proficiencies: Lesson objectives; building on prior knowledge</b></p>	<p>The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge. Candidate did not consider incorporation of digital tools and resources in an effective manner for instruction.</p>	<p>The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.</p>	<p>The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.</p>	
<b>InTASC Standard 8: Instructional Strategies</b>				
<p>IT 8: <i>The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p> <p><b>Key Proficiencies: Varied instructional strategies and technologies; differentiation</b></p>	<p>The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners. Candidate did not consider incorporation of use of technology in an effective manner for instruction.</p>	<p>The evidence indicates that the Candidate used a variety of instructional strategies, including available technologies, as appropriate, to engage and challenge learners in differentiated learning situations.</p>	<p>The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate technologies, as appropriate, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.</p>	
<b>InTASC Standard 9: Professional Learning and Ethical Practice</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 9: <i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.</i></p> <p><b>Key proficiencies:</b> <b>Professional development; self-reflection; ethical manner</b></p>	<p>The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection.</p>	<p>The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.</p>	<p>The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.</p>	
<b>InTASC Standard 10: Leadership and Collaboration</b>				
<p>IT 10: <i>The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.</i></p> <p><b>Key Proficiencies:</b> <b>Collaboration; leadership</b></p>	<p>The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.</p>	<p>The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.</p>	<p>The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.</p>	



## Assessment B

### Teacher Candidate Professional Dispositions

\*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

<b>Teacher Candidate Name:</b>	
<b>Assessor(s):</b>	
<b>Date Assessed:</b>	

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

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

#### Directions for Assessors

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

#### Rating Scale:

- **Not Observed (N/O):** The observer did not have the opportunity to observe the candidate conducting/ demonstrating the disposition. This rating should be used seldomly and a description of why should be provided in the rubric comment box.
- **Rarely Demonstrates:** Evidence of understanding and use of the disposition less than 30% of the time, including no demonstration.
- **Sometimes Demonstrates:** Evidence of understanding and commitment to the disposition less than 90% of the time.

- **Consistently Demonstrates:** Evidence of understanding and commitment to the disposition more than 90% of the time. When this tool is used in the final internship, this is the target score.
- **Not Applicable (N/A):** The candidate did not have the opportunity to conduct/demonstrate. This rating should be used seldomly, and a description of why should be provided in the rubric comment box.

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>PROFESSIONALISM</b>					
<b>Attendance</b> <i>Punctual; arrives early when needed; stays the agreed-upon amount of time</i> <b>InTASC Standard 9</b>		Rarely attends sessions or is present for the full duration of the session.	Sometimes attends and arrives on time.	Attends all sessions, arrives on time, and stays for the entire duration.	
<b>Responsibility and Dependability</b> <i>Is responsible, dependable; observant of school policies and procedures; conforms to the professional expectations of the school site</i> <b>InTASC Standard 9</b>		Rarely adheres to school policies, procedures and/or expectations of the school site.	Sometimes adheres to school policies, procedures and expectations of the school site.	Adheres to all school policies, procedures and expectations of the school site.	
<b>Preparedness</b> <i>Is prepared for the day upon arrival which includes presenting complete lesson plans and materials in advance for feedback</i> <b>InTASC Standard 9</b>		Rarely prepared with lesson plans and/or necessary materials.	Sometimes brings completed lesson plans and necessary materials.	Brings completed lesson plans and necessary materials.	

<b>Disposition</b>	<b>Not Observed (N/O)</b> <i>Comment Required</i>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A)</b> <i>Comment Required</i>
<b>Participation in Non-Classroom Activities</b> <i>Is responsive to requests from mentor teacher to participate in non-classroom activities as needed</i> <b>InTASC Standard 9</b>		Rarely participate when requested and does not respond to mentor requests.	Sometimes participates when prompted and is responsive to mentor requests.	Participates and is responsive to mentor requests.	
<b>Professional Appearance</b> <i>Dress, demeanor, language, and teacher presence</i> <b>InTASC Standard 9</b>		Rarely presents a professional appearance.	Sometimes presents a professional appearance.	Presents a professional appearance in dress, demeanor, language, and teacher presence.	
<b>Ethics and High Expectations</b> <i>Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all</i> <b>InTASC Standard 9</b>		Rarely exhibits professional and ethical behavior, and does not uphold high expectations.	Sometimes upholds standards and holds high expectations.	Exhibits the highest professional and ethical standards, upholding high expectations for all.	
<b>Stamina and Flexibility</b> <i>Demonstrates stamina, flexibility, and a positive attitude - mindset allows for instructional adjustments,</i>		Rarely demonstrates stamina, flexibility, and a positive attitude.	Sometimes demonstrates stamina, some flexibility and a positive attitude	Demonstrates stamina, flexibility, and a consistently positive attitude.	

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>anticipation of challenges</i> <b>InTASC Standard 5</b>					
<b>REFLECTIVE PRACTICE</b>					
<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>Welcomes &amp; Applies Feedback</b> <i>Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning</i> <b>InTASC Standard 2</b>		Rarely seeks or applies feedback for improvement.	Sometimes seeks and applies feedback.	Seeks and appropriately applies feedback for improvement.	
<b>Reflects on Professional Practice</b> <i>Explains personal vision and professional judgements using research-based theory and practice</i> <b>InTASC Standard 9</b>		Rarely reflects on practice and personal vision for teaching/learning.	Sometimes reflects on practice, but depth and connections to research-based theory are needed.	Reflects deeply, explaining professional judgments using research-based theory and practice.	
<b>Skills &amp; Knowledge for Responsive Teaching</b> <i>Possesses the basic skills and knowledge to guide students' learning</i>		Rarely identifies and addresses content gaps.	Sometimes identifies and addresses content gaps.	Identifies and addresses content gaps related to teaching assignments.	

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>in culturally and linguistically responsive ways; identifies/addresses content gaps related to teaching assignments.</i> <b>InTASC Standard 5</b>					
<b>COMMUNICATION</b>					
<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>Proactive Communication</b> <i>Contacts University Supervisor/Course Instructor at the first sign of any difficulties or concerns</i> <b>InTASC Standard 9</b>		Rarely communicates proactively, leading to unresolved issues.	Sometimes communicates proactively but not consistently.	Communicates proactively to address questions, concerns, or issues.	
<b>Professional Communication</b> <i>Communicates professionally verbally and electronically with all stakeholders</i> <b>InTASC Standard 10</b>		Rarely communicates professionally, both verbally and electronically.	Sometimes communicates professionally, with occasional lapses.	Communicates professionally, both verbally and electronically, at all times.	
<b>Relationships with Colleagues and Support Staff</b> <i>Develops and maintains positive, productive</i>		Rarely develops and maintains positive relationships.	Sometimes develops and maintains relationships.	Develops and maintains positive, productive professional relationships with all	



<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>professional relationships with all professional colleagues and support staff</i> <b>InTASC Standard 10</b>				colleagues and support staff.	
<b>Classroom Interactions</b> <i>Encourages positive classroom interactions - actively engages with students in culturally competent ways</i> <b>InTASC Standard 3</b>		Rarely engages with students in positive culturally competent ways.	Sometimes engages positively with students, but needs improvement in cultural competence.	Actively engages with students in culturally competent ways, promoting positive interactions.	
<b>Communication with Families</b> <i>Follows school policies regarding communication with families - maintains confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law</i> <b>InTASC Standard 10</b>		Rarely follows school policies regarding communication; lacks confidentiality in communications with families.	Sometimes follows policies regarding communication; usually confidential in communications with families.	Follows school policies regarding communication; maintains confidentiality in communications with families.	

## **Supplemental Materials**

## University Supervisors Tech Tips

### Accessing Your Blackboard Course Site

- Log-in to myMason portal: <https://mymasonportal.gmu.edu>
- Click on “Courses” and select your section of EDSE 783/784/785
- Verify you have access to the syllabus on the “Syllabus” page
- All other preset sections should be set up for you. If you have any questions on your Blackboard course site, contact Kristen O’Brien ([kmerril2@gmu.edu](mailto:kmerril2@gmu.edu))
- Please note that internship Blackboard sites are shared by multiple University Supervisors. Thus, any announcements or emails sent to your Teacher Candidates should be communicated via your Mason email account (remember to BCC Teacher Candidates if you are emailing more than one at a time). Similarly, please do not add any sections to the Blackboard course site.

### CEHD VIA Directions:

- University Supervisors and Teacher Candidates will access VIA, our college’s online assessment system, through a web link that will be embedded in your Blackboard course. No additional username or password information is needed.
- Teacher Candidates will submit their required uploads through the VIA web link that is posted on the Blackboard site (in the Assessments page). You will also access the submitted documents and score the required documents through the same VIA web link (posted on Blackboard in the Assessments page).
- Kristen O’Brien will set up the VIA web link for you.
- Information on how to access and score documents uploaded to VIA can be found at this website: <http://cehd.gmu.edu/aero/assessments/>
- All VIA related questions can be directed to Tracy at: [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu)

### Blackboard & VIA Responsibilities

The following table lists the Blackboard tasks completed by the Teacher Candidate and University Supervisor.

Document	Blackboard Upload Area	Teacher Candidate Actions	University Supervisor Actions
Form 1- <i>Log of Hours</i>	Forms page	Upload all completed and signed pages of the <i>Log of Hours</i> <u>after</u> the final conference	Verify Teacher Candidate’s upload is complete
Form 2- <i>Internship Summary and Final Grade</i>	Forms page	Upload the completed and signed <i>Summary of Placement, Supervisors, Hours, and Final Grade</i> (Form 2) <u>after</u> the final conference	Verify the Teacher Candidate has uploaded the completed and signed <i>Summary of Placement, Supervisors, Hours, and Final Grade</i> document (Form 2)
Form 3- <i>Observation Summary Report</i>	Forms page	Upload all completed and signed Summary Observation Reports completed during the semester	Verify Teacher Candidate’s uploads are complete
Form 4- <i>Weekly Reflection</i>	Forms page	Upload completed <i>Weekly Reflection</i> forms after University Supervisor feedback has been provided	Verify Teacher Candidate’s uploads are complete

Assessment A: <i>Internship Rubric</i>	Assessments page (VIA link)	Upload all completed and signed pages of the Internship Rubric after the final conference (note: upload the entire rubric, including the signature page and all rubric pages)	Verify the Teacher Candidate has uploaded all completed and signed pages of the Internship Rubric to VIA. After verifying the rubric upload, score the VIA internship rubric.
Assessment B: <i>Teacher Candidate Dispositions Rating</i>	Assessments page (VIA link)	No upload required	Complete online VIA rubric for the <i>Dispositions</i> ratings

### Submitting Final Paperwork

All paperwork documentation will be completed on Blackboard. The University Supervisor must verify that all Blackboard uploads are complete before submitting final grades (see chart above).

### Submitting Final Grades

The University Supervisor will submit Teacher Candidate final grades (pass/fail) using the Patriot Web system:

1. Open Patriot Web: <https://patriotweb.gmu.edu/>
2. You will be directed to a login page. In the username section, include your GMU username (front part of your GMU email address). Then enter your password (same password as for Blackboard or email) and click login.
3. You will be directed to a homepage that should say “Welcome, (your name here)” at the top. Click on Faculty and Advisor Services.
4. At the next page, click on Final Grades.
5. Select a term from the drop down menu. Click Submit.
6. Choose the CRN/course. Click Submit.
7. You will then see a page that has a list of your students and a column to choose the final grade for each for the course. Enter the grades using the drop down menu. At the bottom of the page, when you have finished, hit Submit.
  - a. **\*\*NOTE:** Internship sections are shared by University Supervisors. Thus, you will see Teacher Candidate names in Patriot Web who are assigned to other University Supervisors. **ONLY** enter grades for the Teacher Candidates assigned to you. Do not select ANY grading designation for Teacher Candidates who are not assigned to you.
8. You will need to complete this entering of grades and hitting “submit” for each CRN that you have for your courses or interns.
9. Once you have completed all of your final grades, log out of PatriotWeb. You are finished!

### Resources

- CEHD VIA Website: <http://cehd.gmu.edu/aero/assessments/>
  - Questions about VIA can be directed to Tracy at: [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu)
- Any other questions can be directed to Kristen O’Brien at [kmerril2@gmu.edu](mailto:kmerril2@gmu.edu)

## The Active Teaching Model Lesson Plan Format A

Date:

Topic:

Lesson objective:

Previous lesson summary:

Next lesson summary:

<p><b>Phase I – Structuring/Advance Organizer</b></p> <ul style="list-style-type: none"> <li>• Step by step description of how you will:             <ul style="list-style-type: none"> <li>○ State lesson rules and expectations for behavior (to facilitate attention to task)</li> <li>○ Link information in today’s lesson to prior knowledge/experience</li> <li>○ Identify key points of today’s objective on board</li> </ul> </li> </ul>	
<p><b>Phase II – Active Demonstration &amp; Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Step by step description of how you will:             <ul style="list-style-type: none"> <li>○ Provide demonstration</li> <li>○ Model</li> <li>○ Provide varied examples of the concept followed by non-examples</li> <li>○ Provide guided practice with student verbalization of underlying rule or principle</li> <li>○ Assess student understanding</li> <li>○ Pre-cue or prompt student response throughout</li> </ul> </li> </ul>	
<p><b>Phase III – Independent Practice and Assessment</b></p> <ul style="list-style-type: none"> <li>• Step by step description of how you will:             <ul style="list-style-type: none"> <li>○ Provide student with independent practice</li> <li>○ Assess their understanding</li> <li>○ Close or sum (firm-up) for fluency/automaticity</li> </ul> </li> </ul>	

## The Active Teaching Model: Lesson Plan Format B

**Teacher:**

**Date:**

**Subject and Grade:**

**Type of student grouping (e.g., whole group, small group, 1-on-1):**

**Number of students in group:**

**Big Idea(s):**

### **1. Lesson Objectives:**

*What are the objectives for student learning in the lesson?*

*What SOLs or IEP goals relate to this lesson?*

### **2. Prerequisite Skills:**

*What prior knowledge and/or experience(s) do students need to bring to this lesson? What information should they transfer/activate from previous lessons/experiences?*

### **3. The Lesson:**

#### **Opening:**

*Describe the activities you have planned for the Opening of the lesson (e.g., how you will gain students' attention, state the goal of the lesson, discuss the relevance of the target skill, and activate prior knowledge).*

#### **Body:**

*Describe the activities you have planned for the Body of the lesson.*

*Modeling (I do) with examples and non-examples:*

*Guided/prompted practice (we do):*

*Independent practice (you do):*

#### **Closing:**

*Describe the activities you have planned for the Closing of the lesson (e.g., a review of what was learned, a preview of the next lesson, any assigned independent work).*

**4. Accommodations:**

*Will any students need specific accommodations in this lesson? If so, describe what specific accommodations you will make for these students' needs.*

**5. Materials:**

*What instructional materials will you use in the lesson?*

*What technology (if any) will you use in this lesson?*

**6. Evaluation:**

*How and when do you plan to evaluate student learning on the content of this lesson?*