

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

Special Education Internship Handbook EDSE 783



2024-25

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

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

Table of Contents

Clinical Internship Experience: Students with Disabilities who Access the General Curriculum Program.....	3
Definition of Terms	3
Purpose of the Clinical Internship	3
Licensure Requirements Related to the Clinical Internship	4
Types of Clinical Internships.....	4
On-the-job (OTJ) Clinical Internships: Including cohorts and other on–the-job situations	4
Traditional Clinical Internships: Clinical Internships requiring placement by George Mason University	5
Internship Progression.....	5
General Clinical Internship Information	6
Attendance	6
Personal Appearance and Professional Conduct.....	6
Holidays and Vacations	6
General Substitute Teaching Policy.....	6
Important Considerations	7
Duration of the Clinical Internship	7
Gradual Release Towards Independent Teaching for Traditional Internships	8
Internship Accommodations	8
Grades	9
Problem Solving Process	10
Special Assistance for Teacher Candidates	10
On-the-Job Clinical Internship Teacher Candidates.....	12
Responsibilities	13
Traditional Clinical Internship Teacher Candidates.....	15
Responsibilities	16
University Supervisors.....	18
Role of University Supervisor.....	19
Unsatisfactory Progress.....	19
Logistics	19
Responsibilities	20
Mentor Teachers.....	23
Role of Mentor Teacher	24
Trajectory for Traditional Teacher Candidates.....	24
Mentor Teacher Honorarium	24
Responsibilities	24
Special Education Clinical Internship Forms.....	26
Instructions for Log of Hours.....	27
Internship Summary and Final Grade	30
Observation Summary Report.....	31
Weekly Reflection – General Curriculum	34
Special Education Clinical Internship Assessments.....	38
Internship Rubric.....	39
Teacher Candidate Professional Dispositions.....	52
Supplemental Materials	58
University Supervisors Tech Tips.....	59
The Active Teaching Model: Lesson Plan Format A	61
The Active Teaching Model: Lesson Plan Format B.....	62

Clinical Internship Experience: Students with Disabilities who Access the General Curriculum Program

The College of Education and Human Development (CEHD)'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 Teacher Candidates 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 Teacher 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-General 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 the 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 the Clinical Internship

In order to meet the regulations of the Virginia Department of Education, the Special Education-General 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 General Curriculum*, Teacher Candidates must work with students with mild/moderate disabilities who receive special education services through individualized education programs (IEPs), pursuing a standard or advanced studies diploma and participating in the standard assessment program (i.e., access the general curriculum through VA Standards of Learning [SOLs] and participate in SOL assessments).
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 General Curriculum* program, the OTJ internship must be completed in K-12 special education settings: (a) that include students with disabilities who access the general curriculum (as defined in the Licensure Requirements section above), (b) in which the Teacher Candidate directly teaches students with disabilities who access the general curriculum in at least one core academic area of the general curriculum for at least 50% of their instructional responsibilities, and (c) 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 general curriculum. 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. Teacher Candidates must contact their school's principal to arrange this clinical internship and Mentor Teacher appointment. The University Supervisor will be assigned by George Mason. Teacher Candidates teaching in the Mason LIFE program may not apply for an OTJ clinical internship in Special Education-General Curriculum.

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 general 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 clinical internships.

Traditional Clinical Internships: Clinical 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) clinical internship. The Candidate must withdraw from the traditional clinical internship and may apply for an OTJ clinical internship in a future semester.

Internship Progression

In general, 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 internship* (see Assessment B).

Holidays and Vacations

Teacher 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 the clinical internship. The Teacher Candidate always follows the calendar of the assigned school during the 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 the 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

For Traditional Teacher Candidates with 2 Placements	
Hours	150 hours minimum (75 direct teaching and 75 hours of indirect teaching) – for each placement
Total Weeks	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

For OTJ Teacher Candidates	
Hours	150 hours minimum (75 direct teaching and 75 hours of indirect teaching)
Total Weeks	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 in order 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. address performance-based concerns. There must be documented evidence to warrant approval for performance-related issues. See the Problem Solving process on page 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 internship are:

- **S Satisfactory:** Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- **NC No Credit:** Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the 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 Teacher 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 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 it with the University Supervisor and Mentor Teacher.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. 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 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, Teacher 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 Teacher 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 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 (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 the clinical internship and ways you will document all aspects of the Internship Rubric.	none
6. Schedule at least 3 formal 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 Teacher Candidate and University Supervisor <i>Form 3-Observation Summary Report</i>
7. If possible, schedule at least 1 formal observation with Mentor Teacher . 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 through VIA.	None

13. Before final conference, upload signed/final Observation Summary Reports (at least 3) to Blackboard (Forms page).	<i>Form 3-Observaiton 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 internship (note: at least five weeks in a summer semester), traditional clinical internship Teacher Candidates are expected to gradually assume all of the responsibilities 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 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 initial clinical internship orientation meeting. (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 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 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

Requirement	Related Document
10. Schedule at least 3 formal observations with University Supervisor . Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference.	Lesson plan form agreed upon by Teacher Candidate, Mentor Teacher, and University Supervisor <i>Form 3-Observation Summary Report</i>
11. Schedule at least 2 formal observations with Mentor Teacher . 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 the clinical 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 Teacher Candidates for careers in special education. You serve not only as a role model for the Teacher Candidate, but also as an ambassador for George Mason University. University Supervisors 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 during 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 (Kristen O'Brien) 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 page 10.

Logistics

Once contracts are in order, University Supervisors are paid bi-weekly on the 1st and 16th of the month. Payment is according to the number of credit hours of each internship supervised and the highest degree held by the University Supervisor. Note that the pay scale is subject to change by semester. For trips of 25 miles or more (not including those to the GMU campus), the University Supervisor 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 reimbursement.

Credits	Direct/Indirect Teaching Hours (teaching log)	Length of 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
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The TOTAL 300 hours of direct/indirect teaching needed for state licensure is a combination of TWO, 8-week internships that the General Curriculum program requires for the Teacher 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 internship, they will then work with Mason advisors to complete paperwork to determine if they meet the requirements to “waive” their SECOND internship. On-the-job Candidates and Traditional Candidates have the SAME requirements and number of hours for each 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 initial clinical internship orientation meeting (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. 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 at least 3 formal observations with Teacher Candidate. Complete an Observation Summary Report (Form 3) for each observation. Conduct a pre- and/or post-observation conference with the Teacher Candidate.	<i>Form 3-Observation Summary Report</i>
8. For traditional internships only: Verify that the Teacher Candidate completes at least 2 formal observations with the Mentor Teacher , and the Mentor Teacher completes a Summary Observation form (<i>Form 3</i>) for each formal observation.	<i>Form 3-Observation Summary Report</i>

Requirement	Related Document
For OTJ internships, we strongly encourage at least 1 formal observation with the Mentor Teacher, if possible.	
9. Verify that Teacher Candidate documents all direct and indirect teaching hours (virtually and face-to-face) related to the clinical internship requirements. **If the Teacher Candidate will not meet the 75 direct teaching hours and/or 75 indirect teaching hours, please notify Kristen O'Brien immediately.	<i>Form 1-Log of Hours</i>
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 (<i>can coincide with observation conferences</i>).	Document conferences as needed
12. 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
13. 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</i> <i>Assessment B-Teacher Candidate Dispositions Rating</i>
14. 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
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 [3 from University Supervisor; 2 from Mentor Teacher for traditional internships only]</i>) and Assessments (signed/completed <i>Assessment A-Internship Rubric</i>) to Blackboard.	<i>Form 1-Log of Hours</i> <i>Form 2-Internship Summary and Final Grade</i> <i>Form 3-Observation Summary Report</i> <i>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>

Requirement	Related Document
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: Teacher Candidates completing on-the-job (OTJ) clinical internships select Mentor Teachers. Candidates who are placed are assigned a Mentor Teacher by George Mason in conjunction with the assigned site.

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. 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, 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
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1. Review Special Education Clinical Internship handbook when received.	Handbook
2. Meet with Teacher Candidate to plan 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 directions here for signing the ELA.	
5. Schedule formal observations (2 required for traditional candidates; 1 strongly encouraged for OTJ candidates) of Teacher Candidate 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 (at least weekly) to discuss progress.	none
8. Conduct initial, midpoint, and final conference with Teacher Candidate and University Supervisor (can coincide with observation conferences). If a mid-point 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 no-reply@watermarkinsights.com).	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)

	Total Hours
Direct Teaching:	
Indirect Teaching:	
Grand Total:	

Final Grade _____

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

University Supervisor _____

Signature _____

**Form 3****Observation Summary Report**

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.

Standards Noted During Observation

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

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 1, InTASC Standard 9)

	CEC 1a. Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.
	CEC 1b. Reflects on his/her professional practice.
	CEC 1c. Adheres to school policies and procedures to exhibit ethical behavior.
	CEC 1d. Engages in activities that foster professional growth to improve outcomes for students with disabilities.

	IT 9: 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.
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Comments:

UNDERSTANDING AND ADDRESSING INDIVIDUALS' DEVELOPMENTAL AND LEARNING NEEDS (CEC Standard 2, InTASC Standards 1 & 2)

	CEC 2a. Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual's developmental and learning needs.
	IT 1. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	IT 2. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Comments:

ASSESSMENT (CEC Standard 4, InTASC Standard 6)

	CEC 4a. Regularly monitors student progress and assesses for understanding and mastery.
	CEC 4b. Conducts and interprets formal and informal assessments for data-based decision making.
	CEC 4c. Keeps records of students' progress and uses data from multiple sources to assess student learning.
	IT 6: 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.

Comments:

INSTRUCTION (CEC Standard 5, InTASC Standards 4, 5, 7 & 8)

	CEC 5a. Selects and implements a variety of research-supported instructional strategies.
	CEC 5b. Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.
	CEC 5c. Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.
	CEC 5d. Uses responses and errors to guide instructional decisions and provide effective feedback to learners.
	CEC 5e. Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs
	CEC 5f. Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.
	CEC 5g. Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.
	CEC 5h. Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
	CEC 5i. Identifies and teaches essential content from the general curriculum.

	IT 4: 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.
	IT 5: 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.
	IT 7: 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.
	IT 8: 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.

Comments:

SUPPORTING SOCIAL, EMOTIONAL, AND BEHAVIORAL GROWTH (CEC Standard 6, InTASC Standard 3)

	CEC 6a. Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.
	CEC 6b. Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.
	IT 3. 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.

Comments:

COLLABORATION (CEC Standard 7, InTASC Standard 10)

	CEC 7a. Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.
	IT 10: 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.

Comments:

Candidate's Signature _____ Date _____

Observer's Signature _____ Date _____



Weekly Reflection – General 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 special education teacher candidate. 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.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 1, InTASC Standard 9):

Elements of standards were noted for the following:

	CEC 1a. Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.
	CEC 1b. Reflects on his/her professional practice.
	CEC 1c. Adheres to school policies and procedures to exhibit ethical behavior.
	CEC 1d. Engages in activities that foster professional growth to improve outcomes for students with disabilities.
	IT 9: 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.

UNDERSTANDING AND ADDRESSING INDIVIDUALS' DEVELOPMENTAL AND LEARNING NEEDS (CEC Standard 2, InTASC Standards 1 & 2):

Elements of standards were noted for the following:

	CEC 2a. Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual's developmental and learning needs.
	IT 1. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	IT 2. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ASSESSMENT (CEC Standard 4, InTASC Standard 6):

Elements of standards were noted for the following:

	CEC 4a. Regularly monitors student progress and assesses for understanding and mastery.
	CEC 4b. Conducts and interprets formal and informal assessments for data-based decision making.
	CEC 4c. Keeps records of students' progress and uses data from multiple sources to assess student learning.

	IT 6: 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.
--	--

INSTRUCTION (CEC Standard 5, InTASC Standards 4, 5, 7 & 8):

Elements of standards were noted for the following:

	CEC 5a. Selects and implements a variety of research-supported instructional strategies.
	CEC 5b. Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.
	CEC 5c. Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.
	CEC 5d. Uses responses and errors to guide instructional decisions and provide effective feedback to learners.
	CEC 5e. Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs
	CEC 5f. Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.
	CEC 5g. Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.
	CEC 5h. Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
	CEC 5i. Identifies and teaches essential content from the general curriculum.
	IT 4: 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.
	IT 5: 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.
	IT 7: 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.
	IT 8: 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.

SUPPORTING SOCIAL, EMOTIONAL, AND BEHAVIORAL GROWTH (CEC Standard 6, InTASC Standard 3):

Elements of standards were noted for the following:

	CEC 6a. Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.
	CEC 6b. Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.
	IT 3. 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.

COLLABORATION (CEC Standard 7, InTASC Standard 10):**Elements of standards were noted for the following:**

	CEC 7a. Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.
	IT 10: 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.

COMMENTS:

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

UNIVERSITY SUPERVISOR FEEDBACK:

Special Education Clinical Internship Assessments



Assessment A

**Internship Rubric
for Candidates in Special Education-General Curriculum Licensure Program**

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		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.

In the rubric below, the 2-Meets Expectations column includes examples of evidence that might support a rating of 2. Please note that this is not an exhaustive list, and there may be other types of evidence that indicate a rating of 2-Meets Expectations.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines				
CEC 1a. <i>Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.</i> CEC 1.2	Candidate does not articulate how his/her instruction or actions link to improved outcomes for students with disabilities.	Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities <i>while addressing the unique needs of those with diverse backgrounds</i> within the school community. Evidence examples: Communicating with other teachers about student abilities and needs, explanations of IEP accommodations, holding high expectations for student learning, etc.	Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities <i>while addressing the unique needs of those with diverse backgrounds</i> within the school community AND outside of the school community.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 1b. <i>Reflects on his/her professional practice.</i></p> <p>CEC 1.3</p>	<p>Candidate displays no evidence of the ability or willingness to reflect on professional practice and/or does not articulate how to alter future instruction.</p>	<p>Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and can articulate how to alter future instruction, with prompts from the Mentor Teacher or University Supervisor.</p> <p>Evidence examples: Written reflections on a lesson, verbal reflections with Mentor Teacher, changing instruction following reflection on student needs, etc.</p>	<p>Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and AND can independently articulate how to alter future instruction.</p>	
<p>CEC 1c. <i>Adheres to school policies and procedures to exhibit ethical behavior.</i></p> <p>CEC 1.1</p>	<p>Candidate violates school policies and procedures.</p>	<p>Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics.</p> <p>Evidence examples: Mentor teacher reports alignment with school policies, other school personnel indicate appropriate use of policies and procedures, etc.</p>	<p>Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics AND articulates how and why ethical behavior impacts outcomes for students with disabilities.</p>	
<p>CEC 1d. <i>Engages in activities that foster professional growth to improve outcomes for students with disabilities.</i></p> <p>CEC 1.3</p>	<p>Candidate does not use ongoing self-reflection to identify professional development needs and/or does not engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.</p>	<p>Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.</p> <p>Evidence examples: Participates in school training opportunities, seeking online training, reviewing coursework, seeking curricular materials, etc.</p>	<p>Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities. AND Candidate seeks coaching opportunities from Mentor Teacher or other staff, and participates in professional development outside of school-based opportunities.</p>	
<p>CEC Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</p>				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 2a. <i>Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual's developmental and learning needs.</i></p> <p>CEC 2.1 & 2.2</p>	<p>Candidate does not use understanding of diverse factors that influence development to address individualized strengths and needs of students with disabilities.</p>	<p>Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities.</p> <p>Evidence examples: Appropriate choice and use of differentiated learning activities and materials in lessons, lesson plans demonstrate addressing individualized IEP goals, etc.</p>	<p>Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities.</p> <p>AND</p> <p>Candidate articulates rationale for instructional choices.</p>	
CEC Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making				
<p>CEC 4a. <i>Regularly monitors student progress and assesses for understanding and mastery.</i></p> <p>CEC 4.3</p>	<p>Candidate does not monitor progress and assess for understanding and mastery of students with disabilities towards individualized goals.</p>	<p>Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals.</p> <p>Evidence examples: Data collection and evaluation of student work, observation through documentation of formative assessment, etc.</p>	<p>Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals.</p> <p>AND</p> <p>Candidate clearly communicates their assessment findings to other key stakeholders (e.g., IEP team members).</p>	
<p>CEC 4b. <i>Conducts and interprets formal and informal assessments for data-based decision making.</i></p> <p>CEC 4.2</p>	<p>Candidate does not administer formal and informal assessments and/or does not interpret data to evaluate students' progress toward measurable outcomes for data-based decision making.</p>	<p>Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making.</p> <p>Evidence examples: Use of content rubrics, use of progress monitoring systems, progress monitoring checklists of goal progress, unit tests, cumulative assessments, etc.</p>	<p>Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making.</p> <p>AND</p> <p>Candidate articulates the appropriate use and limitations of various types of assessments to other key stakeholders (e.g., IEP team members, general education teachers, Mentor Teacher, University Supervisor).</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 4c. <i>Keeps records of students' progress and uses data from multiple sources to assess student learning.</i></p> <p>CEC 4.1 & 4.3</p>	<p>Candidate does not maintain records of students' progress and/or does not use data from multiple sources to assess student learning.</p>	<p>Candidate maintains records of students' progress and uses data from multiple sources to assess student learning.</p> <p>Evidence examples: Use of record keeping system, explains use of multiple data sources, etc.</p>	<p>Candidate creates record keeping system and maintains records of students' progress, and uses data from multiple sources to assess student learning.</p>	
CEC Standard 5: Supportive Learning Using Effective Instruction				
<p>CEC 5a. <i>Selects and implements a variety of research-supported instructional strategies.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not select and implement research-supported instructional strategies of students with disabilities and/or does not use technology when appropriate.</p>	<p>Candidate selects and implements research-supported instructional strategies of students with disabilities, using technology when appropriate.</p> <p>Evidence examples: Documentation of use through lesson plan and/or observation by MT or US, explaining selection of instructional strategies, etc.</p>	<p>Candidate selects and implements a variety of research-supported instructional strategies of students with disabilities across a variety of settings, using technology when appropriate.</p>	
<p>CEC 5b. <i>Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not select, adapt, and use instructional strategies and materials according to characteristics of the individual with disabilities.</p>	<p>Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities.</p> <p>Evidence examples: Explaining how and why instructional strategies and materials were chosen and/or adapted, lesson plan documentation, etc.</p>	<p>Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities across a variety of settings.</p>	
<p>CEC 5c. <i>Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.</i></p> <p>CEC 5.4</p>	<p>Candidate does not plan and deliver differentiated instruction to meet the unique needs of students with disabilities through flexible grouping.</p>	<p>Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping.</p> <p>Evidence examples: use of whole group, small group or individualized instruction to meet student needs; use of co-teaching for differentiation and flexible grouping, etc.</p>	<p>Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping across a variety of settings.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5d. <i>Uses responses and errors to guide instructional decisions and provide effective feedback to learners.</i> CEC 5.3	Candidate does not use responses and errors to guide instructional decisions and provide effective feedback to learners.	Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners. Evidence examples: Provides immediate feedback during MT or US observation, lesson plan adjustments, etc.	Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners. AND Candidate provides opportunities for student self-assessment.	
CEC 5e. <i>Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs</i> CEC 5.3	Candidate does not use explicit, systematic instruction to teach content, strategies, and skills to meet student needs.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs. Evidence examples: Lesson plan development, MT or US observations of explicit lesson implementation, etc.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs across a variety of settings AND Candidate uses explicit instruction collaboratively with other school professionals.	
CEC 5f. <i>Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.</i> CEC 5.2	Candidate does not effectively use a variety of strategies to promote student engagement, motivation, and self-regulation of student learning.	Candidate effectively uses a variety of strategies to promote student engagement, motivation, and self-regulation of student learning. Evidence examples: Uses varied and frequent opportunities to respond, uses opening of lesson to engage and motivate students, withdrawing scaffolds and prompts to increase student independence, etc.	Candidate effectively uses a variety of differentiated strategies to promote student engagement, motivation, and self-regulation of student learning across a variety of settings.	
CEC 5g. <i>Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.</i> CEC 5.6	Candidate does not prepare lesson plans to meet specific learning objectives through an appropriate sequence of activities.	Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities. Evidence examples: lesson plans for formal observations, explaining lesson plan adjustments to meet learning objectives, etc.	Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities, across a variety of settings and/or subject areas.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 5h. <i>Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.</i></p> <p>CEC 5.1</p>	<p>Candidate does not plan instruction and make responsive adjustments to instruction based on continual observations and ongoing assessment data.</p>	<p>Candidate plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.</p> <p>Evidence examples: Explaining data-based instructional decisions to MT or US, adjustments made to lesson plan or instructional delivery based on data collection, etc.</p>	<p>Candidate plans instruction and makes responsive, individualized adjustments to instruction based on continual observations and ongoing assessment data across a variety of settings.</p>	
<p>CEC 5i. <i>Identifies and teaches essential content from the general curriculum.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not identify and teach essential content from the general curriculum.</p>	<p>Candidate identifies and teaches essential content from the general curriculum.</p> <p>Evidence examples: Uses SOLs in lesson planning, selects materials to align instruction with SOLs and student needs, etc.</p>	<p>Candidate identifies and teaches essential content from the general curriculum across a variety of instructional settings.</p>	
CEC Standard 6: Supporting Social, Emotional, and Behavioral Growth				
<p>CEC 6a. <i>Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.</i></p> <p>CEC 6.1</p>	<p>Candidate does not use effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p>	<p>Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p> <p>Evidence examples: Uses routines within MT or US observations, planning to use routines and procedures within lesson plans, visual supports of schedules or agendas, etc.</p>	<p>Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p> <p>AND</p> <p>Candidate articulates how routines and procedures meet individual student needs.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 6b. <i>Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</i></p> <p>CEC 6.2</p>	<p>Candidate does not use a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p>	<p>Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p> <p>Evidence examples: Variety of behavioral techniques are used during observations, lesson plans that include behavioral preventative practices, observed establishing rapport with students, etc.</p>	<p>Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p> <p>AND</p> <p>Candidate articulates how preventive and responsive practices meet individual student needs.</p>	
CEC Standard 7: Collaborating with Team Members				
<p>CEC 7a. <i>Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.</i></p> <p>CEC 7.1 & 7.2</p>	<p>Candidate does not engage in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families).</p>	<p>Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families).</p> <p>Evidence examples: Collaboration demonstrated during CLT meetings as observed by MT, co-planning and co-teaching demonstrated with MT, observed giving effective feedback to paraprofessional, evidence of collaboration with families, etc.</p>	<p>Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families), as well as community members or stakeholders outside of the school setting.</p>	

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
InTASC Standard 1: Learner Development				
<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>Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations</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>	
InTASC Standard 2: Learner Differences				
<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>Key Proficiencies: Learner background, classroom culture</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>	

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 3: Learning Environment				
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> Key Proficiencies: Learner rapport; pacing/transitions; classroom management	The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.	
InTASC Standard 4: Content Knowledge				
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> Key Proficiencies: Content representation; content clarify; instructional strategies for content.	The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.	
InTASC Standard 5: Application of Content				
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> Key Proficiencies: Problem solving; real-work application; cross-curricular connections	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.	
InTASC Standard 6: Assessment				

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> Key Proficiencies: Varied assessments; data analysis; feedback</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>	
InTASC Standard 7: Planning for Instruction				
<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> Key Proficiencies: Lesson objectives; building on prior knowledge</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>	
InTASC Standard 8: Instructional Strategies				
<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> Key Proficiencies: Varied instructional strategies and technologies; differentiation</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>	
InTASC Standard 9: Professional Learning and Ethical Practice				

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>Key proficiencies: Professional development; self-reflection; ethical manner</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>	
InTASC Standard 10: Leadership and Collaboration				
<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>Key Proficiencies: Collaboration; leadership</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.

Teacher Candidate Name:	
Assessor(s):	
Date Assessed:	

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with 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.

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

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
Participation in Non-Classroom Activities <i>Is responsive to requests from mentor teacher to participate in non-classroom activities as needed</i> InTASC Standard 9		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.	
Professional Appearance <i>Dress, demeanor, language, and teacher presence</i> InTASC Standard 9		Rarely presents a professional appearance.	Sometimes presents a professional appearance.	Presents a professional appearance in dress, demeanor, language, and teacher presence.	
Ethics and High Expectations <i>Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all</i> InTASC Standard 9		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.	
Stamina and Flexibility <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.	

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
<i>anticipation of challenges</i> InTASC Standard 5					
REFLECTIVE PRACTICE					
Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
Welcomes & Applies Feedback <i>Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning</i> InTASC Standard 2		Rarely seeks or applies feedback for improvement.	Sometimes seeks and applies feedback.	Seeks and appropriately applies feedback for improvement.	
Reflects on Professional Practice <i>Explains personal vision and professional judgements using research-based theory and practice</i> InTASC Standard 9		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.	
Skills & Knowledge for Responsive Teaching <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.	

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

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
<i>professional relationships with all professional colleagues and support staff</i> InTASC Standard 10				colleagues and support staff.	
Classroom Interactions <i>Encourages positive classroom interactions - actively engages with students in culturally competent ways</i> InTASC Standard 3		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.	
Communication with Families <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> InTASC Standard 10		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)
- 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

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	Completes 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
- Any other questions can be directed to Kristen O’Brien at kmerril2@gmu.edu

The Active Teaching Model: Lesson Plan Format A

Date:

Topic:

Lesson objective:

Previous lesson summary:

Next lesson summary:

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

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?