

George Mason University
College of Education and Human Development

Secondary Education Program Internship

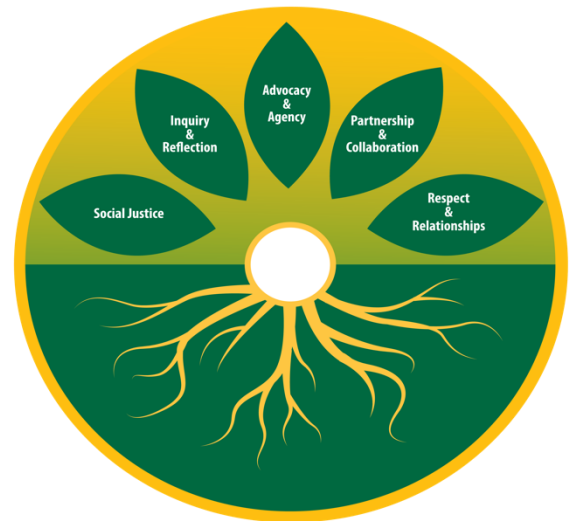
Handbook 2024-2025

FALL 2024 SEMESTER

College of
EDUCATION & HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan



SEED
SECONDARY EDUCATION

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Introduction

Welcome to the teacher candidate internship. During your 15-week internship you will be working with a mentor teacher and a university coach to complete the requirements for teacher licensure. The internship requires you to gradually assume the full-time teaching duties of your mentor teacher. You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school and the standards set by the national association that governs your subject area. If you are an on-the-job intern, a mentor teacher at the school will meet with you weekly.

As a part of SEED 492/493/494/792/793/794/795/796, **the internship** requires a minimum of 300 hours of direct and indirect teaching. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments required by your university supervisor. You will also be required to enroll in the **weekly seminar**, SEED 678 that provides additional support to all teacher candidates throughout the internship as well as support for your research.

The teacher candidate internship is a major time commitment for you, your mentor teacher, and your clinical coach. The internship should be viewed as a process of growing as a teacher and demonstrating your ability to meet the standards required for teacher licensure in your subject area. This handbook provides information you need to meet the requirements of the course and teacher licensure. You are responsible for reading the handbook, completing assignments and assessments in a timely manner, and submitting proof of completion of all requirements to your university supervisor by the end of your 16-week internship.

Time Requirements

Hours	300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours indirect teaching)
Total Weeks	16 weeks (If and when you exceed your required hours during the internship, you must still continue with your internship for the full 16 weeks in order to honor our commitment to our local school division partners, as well as for your own professional development)
Direct Teaching Weeks	The weeks of your internship during which time you will assume all aspects of instruction and associated teaching duties.

Important Definitions

Direct Teaching: Direct teaching hours are spent providing instruction, engaging with students, or facilitating students' learning. This may include whole class instruction, working one-on-one with a student, facilitating small group work, or recording a video of a lesson or demonstration.

Indirect Teaching: Indirect teaching hours are spent planning, observing teachers, grading student work, attending meetings, engaging in professional development, discussing your teaching with your mentor teacher and supervisor, and other activities related to instruction.

On-Site Expectations

PLEASE NOTE: If a candidate does not comply with the following on-site expectations, school divisions 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.

Attendance: Candidates are required to follow the mentor teacher's daily schedule. Candidates must be punctual and remain on duty during the contractual school day. When an absence is unavoidable, the candidate must notify the school office personnel, mentor teacher, and clinical coach as far in advance as possible. *If the candidate is absent on a day when the candidate is scheduled to teach, lesson plans and materials must be provided to the mentor teacher before class begins.*

Holidays and Vacations: Candidates must follow the academic calendar of their assigned school. Mason may have days off that the school does not.

Substitute Teaching: Mason's Teacher Track Office strongly recommends that all CEHD students in licensure programs consider applying to work as substitute teachers in one or more of the local public school divisions. This will provide many benefits, including:

- exposure to a wide variety of grade levels, content areas, schools, school divisions, teacher planning/teaching/assessment methods, and familiarity with local communities;
- early notice of any issues and/or delays in processing a student's background check & fingerprinting, which will be done again for future field experiences and internships;
- opportunities to make valuable connections (and a great impression!) with local teachers, administrators, school division HR personnel, and others in the field.
- assist with access to online resources, tool, and technology to use during the internship

The Teacher Track Office, in consultation with our local school administrators and central office personnel, notes to licensure programs that substitute teaching during internship is allowed, under the following conditions, all of which must be met:

- students must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching;
- students may only substitute in the classroom of their mentor teacher with the building administrator's advance knowledge and permission;
- students may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness, family emergency, or required professional development;
- students may only substitute for their mentor teacher at or past **the internship mid-point**;
- students may **not** count hours spent substitute teaching towards their direct/indirect hours requirements for licensure.

Additionally, students at the undergraduate level should note that school divisions typically require a certain number of completed college credit hours in order to apply to substitute teach. (Working as a substitute instructional assistant is possible in most districts with a high school diploma). The number of completed college credits required varies by division - please see school divisions' websites for more details.

Personal Appearance and Professional Conduct: Candidates must dress professionally and exhibit professional behavior in their assigned school. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school.

Roles and Responsibilities

The internship is regarded as the single most important component of your teacher education program. The effectiveness of any internship depends upon the degree to which each member fulfills his or her responsibilities and establishes good working relationships. Frequent and open communication is essential. It is particularly important that the university supervisor and mentor teacher work as a team to provide support and guidance to the candidate.

Candidate Roles and Responsibilities

The internship should be a time of significant personal and professional growth. For most candidates, it is hard work, exciting, and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and student needs will reduce anxiety and increase growth. Candidates will be expected to participate fully in the following aspects of the classroom teaching experience:

- Arrange an introductory conference with the mentor teacher as early as possible.
- Attend a required initial orientation session with the SEED Program.
- Remain professional, responsible, and courteous at all times.
- Maintain the same hours as the mentor teacher except for attendance at group meetings that are scheduled by the university supervisor.
- Assist with all mentor teacher duties (e.g., bus and lunch duties) which are a regular part of the school day.
- Gradually assume greater responsibilities for instructions in the classroom. The timeline for taking over all teaching responsibilities is to be developed with the candidate, mentor teacher, and university supervisor.
- Complete all assignments and common assessments as outlined in this handbook, course syllabi, and assigned by the university supervisor.
- Participate as a team member in seminars and school reform initiatives.
- Complete seminar coursework with diligence; course assignments are integrated with the internship experience.
- Complete all reflection assignments.
- Complete the midterm and final reflection forms for the triad meetings (Appendix G) *
- Accept responsibility for completing all assigned work and reports in a timely manner.
- Inform mentor teacher, university coach, and Clinical Practice Specialist in writing if for any reason the internship cannot be completed.
- Complete evaluation of the internship process, mentor teacher, and university supervisor.

**Complete descriptions of these assignments appear later in this handbook and/or are provided on the SEED 492/493/494/792/793/794/795/796 Blackboard or Internship Organization websites*

Mentor Teacher Roles and Responsibilities

The mentor teacher is expected to share supervisory responsibilities for the internship with the clinical coach. In addition to being a mentor and coach, they serve in a number of critical roles:

- Specifies, during the introductory conference, overall goals and specific objectives of the school system and how they relate to the candidate and offers ongoing support to meet these objectives throughout the internship.
- With candidate and university coach develops a plan for the candidate to accomplish internship assignments and assessments using appropriate guidelines and rubrics.
- Assists candidate in meeting the school division, university and classroom requirements.
- Provides feedback and support to the candidate on an ongoing basis.
- Complete four observation reports (Appendix B).
- Completes the reflection form for the mid-term and final triad meetings (Appendix G).
- Assists teacher candidate in conducting research for their research course.
- Contacts clinical coach when concerns arise so corrections can be implemented.
- Conducts in-person and electronic conferences with the clinical coach as needed to review the candidate's progress.
- Includes the candidate in all appropriate teaching duties (e.g., IEP conferences, parent/family conferences, related phone calls, child study meetings, faculty meetings, professional development).
- Participates in seminars between and among candidates, university coaches, and others involved in the secondary school efforts.
- Follows all documenting policies listed in the "Documentation" section of this handbook.
- Completes electronic evaluation of internship placement process, candidate and clinical coach.
- Attends mentor orientations/trainings as available.

University Clinical Coach Roles and Responsibilities

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

- Maintains contact with the candidates throughout the clinical experience.
- Observes, records, reflects upon and analyzes practices and performance data to improve the quality of the internship.
- Reviews all assignments and assessments the candidate uploads to Blackboard on a weekly basis, giving feedback on the assignments.
- Performs four observations of the teacher candidate and provides the candidate with written documentation of the observations (Appendix B).
- Evaluates the candidate's internship experience and submits a grade to the Clinical Practice Specialist and/or appropriate faculty member (Appendix F).
- Completes electronic evaluation of internship process, candidate, and university supervisor.
- Leads introductory, midterm and final triad meetings, completing the reflection forms.

School Principal and Administrator Roles and Responsibilities

Secondary school administrators and site facilitators foster professional norms of competence and quality learning environments for teachers and students. The principal/administrator does the following:

- Oversee the process for identification of quality placement candidates.
- Include candidates in scheduled meetings, orientation training, and staff development activities.
- Serve as intellectual resources for secondary school teachers, university supervisors, and candidates.
- Align organizational structures and resources to reinforce stated goals of the school (e.g., ensures the teachers have access to available technology training and application within the classroom).
- Support clinical coaches, mentor teachers, and others to improve instructional outcomes.
- Involve candidates as part of the faculty.
- Ensure the mechanisms are in place to help parents participate in and understand internship goals.
- Work for continuous school improvement and the professional growth of administration, faculty and candidates.

Common Assessments

This section contains the information for the common assessments each teacher candidate will complete over the course of the internship. The candidate is responsible for meeting all requirements for each of these assessments. In order to ensure all requirements are met, the candidate should read the description of each assessment, review the associated rubrics and get support and clarification from the university supervisor as needed.

- **Internship Final Evaluation InTASC Rubric:** To be completed in VIA by the clinical coach based on the mid-term and final reflections of the candidate, mentor teacher and coach.
- **Assessment of Dispositions:** To be completed by mid-point of internship, after discussion among clinical coach, mentor and intern; clinical coach and intern use VIA link provided in Blackboard under the “Assessments” tab.
- **Written Reflections:** To be completed by the candidate and uploaded to Canvas according to the calendar. Descriptions of specific weekly assignments can be found in Appendix H.

Midterm Reflection Procedure

The midterm reflection is used to document the teacher candidate’s progress and to highlight areas for improvement. The teacher candidate, the mentor teacher, and the university clinical coach each complete the reflection form and bring it to the midterm triad meeting. The reflections serve as the basis for discussion and the formulation of future goals. The intern uploads all three reflections to Canvas. See Appendix G.

Final Reflection Procedure

The midterm process will be repeated at the end of the semester using the same reflection form in order to assess progress and consider the candidate’s progress. These reflection forms are again uploaded to Canvas. See Appendix G.

Final Evaluation Procedure

The scores on the final InTASC evaluation are used to determine the teacher candidate’s eligibility for licensure. The clinical coach will complete the assessment in VIA after the final triad meeting, taking into consideration the reflections as well as observation reports, all course assignments, and intern reflections.

Activities to Enhance Internship Experience

It is important for the candidate to be aware of programs and activities that exist outside the classroom that support and enhance student learning. The list below offers some suggestions for activities to include in your internship that can be included as examples and evidence of your internship experience. Consult with your mentor teacher, university clinical coach, and school administration for specific opportunities that might be most appropriate.

- **Special programs/Specialists/School Personnel**
 - Guidance department
 - Special Education
 - English for Speakers of Other Languages (ESOL)
 - Team teaching arrangements
 - Reading specialist
 - Technology specialist
 - Peer Helping and Peer Mediation
 - Middle School – special programs, including reading specialist, math
 - Administrators
 - Electives – journalism, art, music, professional/technical classes
- **Extracurricular activities**
 - Assemblies
 - Sports
 - Pep rallies
 - Interest clubs
 - School dances
 - Cafeteria during lunch
- **Meetings**
 - Service organizations
 - Tutoring/mentoring
 - Team parent conference
- **Other level activities (middle school/high school)**
 - Clubs/extracurricular activities

Documentation/Assignments

The appendices of this manual include forms for assignments and several that must be submitted to the Clinical Practice Specialist at George Mason University (forms may be copied as needed).

Forms for the Mentor Teacher

Form	How Form Should Be Used
Appendix B Observation and Feedback Form	Complete these forms and discuss the results with the candidate four times throughout the internship.
Appendix E Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Clinical Coach prior to both the midterm and the final triad meetings, and the Intern must upload these forms to Blackboard before the Clinical Coach can submit an internship grade.

Forms for the Teacher Candidate

Form	How Form Should Be Used
Appendix B Observation and Feedback Forms	Clinical coaches and mentor teachers initiate these forms. Forms should be uploaded to Blackboard following the post-observation discussion.
Appendix C Lesson Plan Overview	During direct teaching, candidates must provide a lesson overview for prior review by the mentor teacher and the clinical coach. The candidate will not be allowed to teach without approved lesson plans.
Appendix D Total Candidates Weekly Hours Log	This form is completed at the end of the semester to verify the teacher candidate has completed the required hours. Candidate uploads to Canvas.
Appendix E Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Clinical Coach prior to the final triad, and the Intern must upload these forms to Canvas before the Clinical Coach can submit an internship grade.

Forms for the Clinical Coach:

Form	How Form Should Be Used
Appendix A Internship InTASC .Evaluation Rubric	This assessment is to be completed in VIA on Blackboard at the end of the semester. A physical copy is no longer necessary. The form is provided so that intern, mentor teacher and clinical coach are aware of the final evaluation standards.
Appendix B Internship Observation form	This form is to be used for the four observations conducted by the clinical coach. The intern will write a reflection following these observations focusing on the “questions to reflect on” from the form.
Appendix D Total Candidate’s Weekly Hours	Candidate completes this form and uploads it to Canvas.
Appendix F Summary of Clinical Experience	Determine the final grade for the candidate on this form. This document contains the information needed to process the candidate’s request for licensure, and is kept as a permanent record. Clinical coach submits to Subject Area Lead Faculty.
Appendix E Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Clinical Coach prior to the final triad, and the Intern must upload these forms to Blackboard before the Clinical Coach can submit an internship grade.

Grading Policies

The mentor teacher and the clinical coach shall determine the final grade jointly after consultation. If they cannot agree, the Academic Program Coordinator for Secondary Education will determine the grade based on a review of the documentation and consultation with faculty and, if necessary, observation of the candidate's performance. In some cases, a grade of No Credit may be accompanied by a recommendation that the candidate not be allowed to repeat the clinical experience. In such cases, the candidate will be counseled out of the licensure program although not necessarily out of the degree program.

Graduate Grading Scale

Grade	Definition
S	Satisfactory: Candidate successfully meets clinical experience requirements and can be recommended for teacher licensure
NC	No Credit: Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the clinical experience 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.)
IP	In Progress: Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

Undergraduate Grading Scale

A = 93-100%

A- = 90-92%

B+ = 86-89%

B = 82-85%

B- = 80-81%

C = 70-79%

D = 60-69%

F = Below 60%

IN = Incomplete

AB = Absent with

Permission

Special Assistance for Teacher Candidates

Occasionally candidates need special assistance and arrangements to complete their licensure. In such cases, an individualized plan is developed collaboratively by the clinical coach, mentor teacher, and school administration. The Academic Program Coordinator of Secondary Education should be contacted to determine what resources are needed. The following are some of the ways to provide special support for a candidate:

- Arrange for observation of another candidate or a teacher who models the skills that the candidate needs to develop, followed by a conference;
- On rare occasions (when appropriate, and early in a semester) change a placement within the school to provide a better match of candidate and mentor teacher.
- Modify schedule for direct teaching commensurate with candidate's needs.
- Delay or extend a candidate's Direct Teaching.
- Provide additional experiences during the period after Direct Teaching in order to address areas needing improvement.
- Suggest available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, the Student Health Center, or other source of medical assistance.
- Facilitate conferences with the candidate's academic advisor and/or course instructors.

Additional Clinical Experience Guidelines

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

Confidentiality of Records

School division and Mason policies regarding student records will be followed. Candidates should familiarize themselves with the school divisions' policies regarding student records. A candidate's evaluation may be shared among the mentor teacher, university supervisor, and responsible administrators until the university supervisor submits the candidate's cumulative folder to the Clinical Practice Specialist. After that, access will be in accordance with the Family Educational Rights and Privacy Act (FERPA). No materials will be released for employment purposes other than grades and verification of meeting licensure requirements. During the clinical experience, candidates will receive instructions about employment procedures in local school divisions and the application procedure for licensure in Virginia.

Records Retention

Contents of cumulative folders will be retained for one year after completion of clinical experience. After one year, a candidate's transcript and summary form will be the only records available. Therefore, candidates are advised to keep copies of evaluations, logs, summaries, and other records. Candidates should keep a personal file of documents for reference and future use. The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including internship hours completed, and the final grade.

Evaluations

For program feedback and accreditation purposes, teacher candidates, mentor teachers, and clinical coaches must complete online evaluations of each other. A link to these evaluations will be emailed to each member of the internship team near the end of the semester.

Appendix A

George Mason University Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. The evaluation will be completed by the university clinical coach in VIA following the final triad meeting. If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your Clinical Coach and Program Coordinator.

This instrument draws on teaching standards from multiple sources, including the Interstate Teacher Assessment and Support Consortium ([InTASC](#)), Council for the Accreditation of Educator Preparation ([CAEP](#)), and the Virginia Department of Education ([VDOE](#)). These standards guide teacher education programs and are a required part of our accreditation process. Rubric rows have been developed to assess each standard. This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable.

Standards Assessed

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9,10

CAEP Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)

VDOE Standards: 1, 2, 3, 4, 6

CAEP Cross-Cutting Themes (CCT): Diversity, Technology

GENERAL SCORING GUIDELINES

- 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.**

Construct 1: Learner and Learning

InTASC 1 – Learner Development (Tagged to VDOE 1, VDOE 2, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology)

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.

Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</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>
<p>Optional comments or evidence</p>		

InTASC 2 – Learner Differences (Tagged to VDOE 1, CAEP 1.1, CAEP CCT: Diversity)

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</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. Key Proficiencies: Learner background, classroom culture</p>	<p>The evidence indicates that the Candidate demonstrated familiarity with groups’ 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>
<p>Optional comments or evidence</p>		

InTASC 3 – Learning Environment (Tagged to VDOE 5, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology)

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.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments. Key Proficiencies: Learner rapport; pacing/transitions; classroom management</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>
<p>Optional comments or evidence</p>		

Construct 2: Content

InTASC 4 – Content Knowledge (Tagged to VDOE 1, VDOE 3, CAEP 1.1, CAEP 1.3, CAEP CCT: Diversity)

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.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p>The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions. Key Proficiencies: Content representation; content clarify; instructional strategies for content</p>	<p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.</p>
<p>Optional comments or evidence</p>		

InTASC 5 -- Application of Content (Tagged to VDOE 2, VDOE 5, CAEP 1.1, CAEP 1.3, CAEP 1.4, CAEP CCT: Diversity)

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.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections. Key Proficiencies: Problem solving; real-work application; cross-curricular connections</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.</p>
<p>Optional comments or evidence</p>		

Construct 3: Instructional Practices

InTASC 6 – Assessment (Tagged to VDOE 4, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology)

<p>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. Key Proficiencies: Varied assessments; data analysis; feedback Not Proficient</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Proficient</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">Highly Proficient</p> <p style="text-align: center;">3</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.</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.</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.</p>
<p>Optional comments or evidence</p>		

InTASC 7 -- Planning for Instruction (Tagged to VDOE 2, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology)

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.

<p style="text-align: center;">Not Proficient</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Proficient</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">Highly Proficient</p> <p style="text-align: center;">3</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. Key Proficiencies: Lesson objectives; building on prior knowledge</p>	<p>○ The evidence indicates that the Candidate planned challenging activities 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 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 aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.</p>
<p>Optional comments or evidence</p>		

InTASC 8 -- Instructional Strategies (Tagged to VDOE 3, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology)

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.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</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. Key Proficiencies: Varied instructional strategies and technologies; differentiation</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, 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, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.</p>
<p>Optional comments or evidence</p>		

Construct 4: Professional Responsibility

InTASC 9 – Professional Learning and Ethical Practice (Tagged to VDOE 6, VDOE 7, CAEP 1.1, CAEP CCT: Diversity)

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.

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</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. Key proficiencies: Professional development; self-reflection; ethical manner</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>
<p>Optional comments or evidence</p>		

InTASC 10 Leadership and Collaboration (Tagged to VDOE 6, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology)

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.

Not Proficient 1	Proficient 2	Highly Proficient 3
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. Key Proficiencies: Collaboration; leadership	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.	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.
Optional comments or evidence		

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstance impeded the completion of this assessment.

Some content adapted from the STAR Evaluation developed by Emporia State.

Appendix B

INTERNSHIP OBSERVATION FORM

Mason University College of Education and Human Development
Secondary Education Program

SEED 492/493/494/792/793/794/795/796: Internship in Secondary Education

The clinical coach and the mentor teacher will each complete at least four observations throughout the internship. This form should be completed and discussed with the teacher candidate and uploaded to Blackboard under assignments. This observation, along with records of additional observations, will be used to inform the summative evaluation of the teacher.

Name of Candidate _____ Date _____

School: _____ Grade/Content: _____ Semester/Year _____

What I observed....	
<input type="checkbox"/> Lesson is developmentally appropriate and challenging (InTASC 1)	<input type="checkbox"/> Welcoming and safe learning environment for all students and teachers (InTASC 3)
<input type="checkbox"/> Rigorous learning goals (InTASC 1, 7)	<input type="checkbox"/> Various learning strategies are implemented (InTASC 8)
<input type="checkbox"/> Learning outcomes communicated to students (InTASC 6)	<input type="checkbox"/> Instructional technology (InTASC 5, 6, 7, 8)
<input type="checkbox"/> Accurate presentation of content (InTASC 4)	<input type="checkbox"/> Learning material and activities connected and relevant to students (InTASC 7)
<input type="checkbox"/> All or most students engaged in learning (InTASC 3, 7, 8)	<input type="checkbox"/> Classroom management strategies (InTASC 3)
<input type="checkbox"/> Students collaborating ((InTASC 3, 5, 7, 8)	<input type="checkbox"/> Real life application of content (InTASC 5)
<input type="checkbox"/> Students engaged in critical thinking/problem solving (InTASC 5, 8)	<input type="checkbox"/> Effective use of instructional time (InTASC 3)
<input type="checkbox"/> Differentiation ((InTASC 1, 2, 4, 5, 7)	<input type="checkbox"/> Teacher provides positive, timely feedback (InTASC 3, 6)
<input type="checkbox"/> Teacher effectively questions students (InTASC 6)	<input type="checkbox"/> Uses formative assessments to monitor learning (InTASC 6)
<input type="checkbox"/> Other	<input type="checkbox"/> Other

What are students doing?	What is the teacher doing?

General Comments/Strengths:

Questions to reflect on:

Observer Printed Name _____

Appendix C

LESSON PLAN OVERVIEW

Intern: _____

Check which lesson plan this is for:

- _____ Observation #1
- _____ Observation #2
- _____ Observation #3
- _____ Observation #4

Lesson Outline for Clinical Coach Observation on _____.

At least two days prior to the observed lesson, please write responses to the following questions about your plan and upload to Blackboard. Schedule a brief meeting (via zoom, telephone or in person) with your clinical coach to discuss the plan so that you will have the opportunity to receive feedback and make changes before you teach. NOTE: the longest response should be to #3; include details and specifics.

1. **What is the context of the lesson you will teach?** [In other words, how does this lesson fit with what has come before and what will come after? Is this the introduction of new concepts and skills? A review of or practice with previous learning? A form of assessment?]
2. **What are the key concepts and skills that will be the focus of the lesson? What are the learning objectives?** [What will students know and be able to do at the end of the lesson?]
3. **What is the agenda for the lesson?** [In other words, what are the steps or components of the lesson? What will you do? What will students do? How long do you anticipate each step taking? Include anticipated time for each part of the lesson.] *Your agenda should include interactive, student-focused activities.
4. **What resources will the lesson involve?** What slides will you use? Handouts? (Include these when you send the lesson overview to your coach.)
5. **What assessment (formative or summative) will be associated with this lesson?** [In other words, how will you know students "got it"?] This might be part of the lesson or in a later class. If using a rubric, please include.
6. **What questions or concerns do you have going into this lesson?**

Appendix D

TOTAL CANDIDATE'S WEEKLY HOURS LOG

Mason University College of Education and Human Development
Secondary Education Program

SEED 492/493/494/792/793/794/795/796: Internship in Secondary Education

Week	Indirect Teaching Hours	Direct Teaching Hours	Other	Total Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Totals				

Teacher Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

Clinical Coach Signature

Printed Name

Date

Appendix E

Internship Midterm and Final Reflection Form

Mason University College of Education and Human Development

Secondary Education Program

SEED 492/493/494/792/793/794/795/796: Internship in Secondary Education

Name of candidate _____ Date _____

School: _____ Grade/Content: _____ / _____ Semester/Year _____

Intern/Mentor/Coach: These categories below are aligned with the InTASC rubrics/criteria you have been evaluated on this semester. Please provide the following: 1) indicate on the continuum where the candidate falls for each standard, and 2) provide summative comments in each area that recognize strengths and identify areas for further growth. This form must be completed by the Intern, Mentor, and Clinical Coach prior to the final triad, and the Intern must upload these forms to Blackboard/TK20 before the Supervisor can submit an internship grade.

Developing: Candidate is starting to understand and explore a specific area of instruction.

Proficient: Candidate consistently and independently meets the standard.

Exceeding: Candidate performs beyond expectations at this point of the program. Demonstrates exceptional understanding and application of standard.

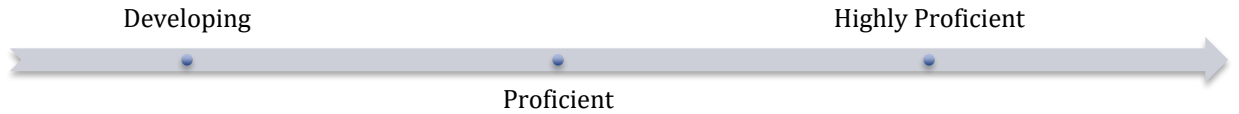
InTASC 1 LEARNER DEVELOPMENT

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

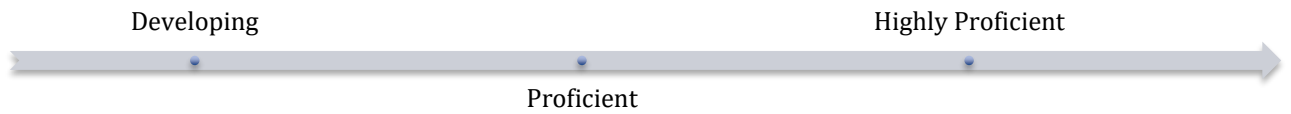


InTASC 2 LEARNING DIFFERENCES

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

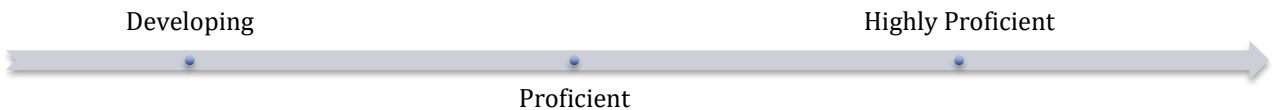


InTASC 3 LEARNING ENVIRONMENTS The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.



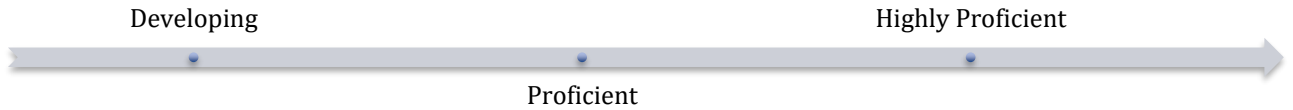
InTASC 4. CONTENT KNOWLEDGE

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.



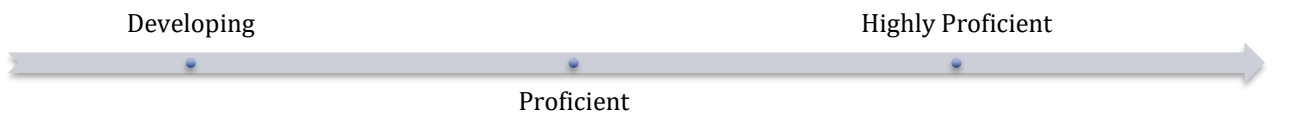
InTASC 5. CONTENT APPLICATION

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



InTASC 6. ASSESSMENT

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.



InTASC 7. PLANNING FOR INSTRUCTION

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



InTASC 8. INSTRUCTIONAL STRATEGIES

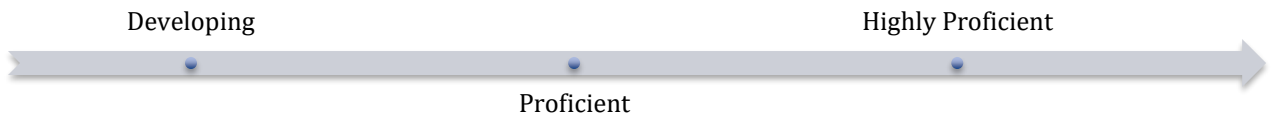
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.



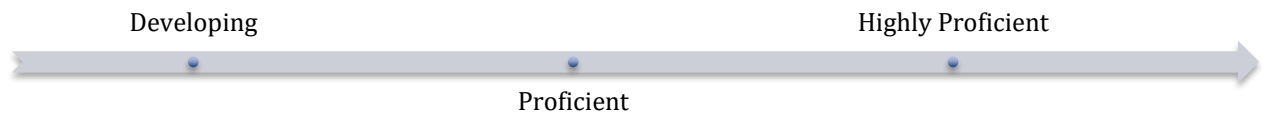
InTASC 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.



InTASC 10. LEADERSHIP AND COLLABORATION

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.



Additional Comments:

Questions to continue to reflect on:

Check one : _____ mid-term _____ final

Reflection completed by: _____ Role: _____

Appendix F

SUMMARY OF CLINICAL EXPERIENCE

Mason University College of Education and Human Development
Secondary Education Program

SEED 492/493/494/792/793/794/795/796: Internship in Secondary Education

Teacher Candidate: _____

Fall/Spring: _____

Internship School: _____

Grade(s) Taught: _____

Subject(s) Taught: _____

Secondary Education Subject Area Endorsement: _____

Final Grade _____

Mentor Teacher Signature

Date

University Clinical Coach

Date

Appendix G

Overview of Assignments for Traditional SEED Internships, Fall 2024

Week 0: Teacher Work Week. It is highly recommended that you start your internship this week, attending professional development sessions and meetings with your mentor teacher. Use the time to help set up the classroom, ask questions, interview your mentor about his/her planning.

Week 1– Read the Internship Handbook, access the Canvas SEED Organization site and familiarize yourself with the forms. Participate in the initial triad meeting. Attend the Internship Orientation on campus from 5 to 6:30 p.m.

Week 2 – Write a reflection of approximately 500 words focusing on what you have been learning about how your mentor teacher begins the school year. Consider room arrangement, planning, strategies used to get to know students and establish a learning community. Upload this to Canvas.

Week 3 – Use the lesson plan overview in Canvas (response to six questions) to describe the lesson you will teach for your **first observation by your clinical coach**. Upload this to Canvas at least two days prior to the observation and be sure to schedule a brief conversation with your clinical coach prior to the visit. NOTE: This first observation can be the full 90 minute block but may also be shorter – not less than 30 minutes.

Week 4 – Upload the clinical coach’s observation form along with a written reflection on the questions posed on the observation form. Meet with your mentor teacher to discuss the plans for how and when your **mentor teacher will complete their first observation**. You should have a written lesson plan to discuss with your mentor.

Week 5 - Upload the mentor teacher’s first observation form and write a reflective response to the “questions to reflect on” that the mentor teacher poses to you for reflection. Upload this

reflection to Canvas.

Week 6 – Use **the lesson plan overview** in Canvas (response to six questions) to describe the lesson you will teach for your **second observation by your clinical coach**. Upload this to Blackboard *at least two days prior to the observation* and be sure to schedule a brief conversation with your clinical coach prior to the visit.

Week 7 – Upload the **clinical coach’s second observation form** and **write a reflective response to the “questions to reflect on”** that your mentor poses to you in the reflection.

Week 8 – Plan with **your mentor teacher for the second observation they will do this week**. Upload the mentor teacher observation form from the second observation.

Week 9 - You will reflect on your growth to date by completing the **mid-term reflection form**, in which you acknowledge and respond to the mentor teacher’s “questions to reflect on” from observation #2 *as part of this reflection* under the appropriate standard(s). At the mid-term meeting, the mentor teacher, clinical coach and you will discuss the reflection forms that should then be uploaded to Canvas.

You will also complete the **dispositions assessment** in VIA, accessed through the Blackboard course site.

Week 10 – Use the **lesson plan overview form** in Blackboard (response to six questions) to describe the lesson you will teach for your **third observation by your clinical coach**. Upload this to Canvas at least two days prior to the observation and be sure to schedule a brief conversation with your clinical coach prior to the visit. **Write a reflection** on the questions posed on the observation form from your coach’s visit last week and upload to Blackboard.

Week 11 - Meet with your mentor teacher to discuss your plan for the **mentor teacher’s third observation**.

Week 12 - Upload the **mentor teacher’s third observation form** and **write a thoughtful response to the “questions to reflect on”** that the clinical coach has posed.

Week 13 – Use the **lesson plan overview form** in Canvas (response to six questions) to describe the lesson you will teach for your **fourth observation by your clinical coach**. Upload this to Canvas *at least two days prior to the observation* and be sure to schedule a brief conversation with your clinical coach prior to the visit.

Week 14 – Upload the clinical coach’s fourth observation form and write a **thoughtful response to the “questions to reflect on”** that the clinical coach has posed. You will also discuss a lesson plan for the **mentor teacher’s final observation**.

Week 15 – Upload the mentor teacher’s fourth observation form.

Week 16 - Complete the **final reflection form** and meet with your mentor teacher and clinical coach to discuss your growth and areas for further development. Upload all of the reflection forms to Blackboard along with your **cumulative hours form**. Complete the program evaluation using the web link that the clinical coach sends to you.

SUMMARY OF ASSIGNMENTS TO BE UPLOADED TO CANVAS

- √ 4 lesson plan overviews, submitted prior to the clinical coach observations (weeks 3, 6, 10, 13)
- √ 8 observation forms (4 completed by the clinical coach and 4 completed by the mentor teacher.)
- √ 1 mid-term reflection form and 1 final reflection form (weeks 9 and 16)
- √ 6 written reflections in response to questions posed on observation forms (weeks 4, 5,7,10, 12, 14)
- √ 1 cumulative log of hours form (week 16)

Overview of Assignments for SEED On-the-Job Internships, Fall 2024

Week 0: Teacher Work Week. Read the internship handbook and access the SEED Organization site on Canvas. Establish a regular weekly meeting time with your mentor teacher.

Week 1– Participate in the initial triad meeting.

Week 2 – Use the **lesson plan overview** in Canvas (response to six questions) to describe the lesson you will teach for your **first observation by your clinical coach**. Upload this to Canvas at least two days prior to the observation and be sure to schedule a brief conversation with your clinical coach prior to the visit.

Week 3 – Upload **the observation form** and **write a reflection** about one idea or challenge or activity discussed in your observation debrief.

Week 4 – Use the **lesson plan overview** in Canvas (response to six questions) to describe the lesson you will teach for your **second observation by your clinical coach**. Upload this to Canvas

at least two days prior to the observation and be sure to schedule a brief conversation with your clinical coach prior to the visit.

Week 5 - Upload the **observation form** and **write a reflection** about one idea or challenge or activity discussed in your observation debrief. Plan with **your mentor teacher for the first observation they will do next week**.

Week 6 – Meet with MT after first observation to debrief. **Upload the MT’s observation form** to Canvas. Observe your MT, focusing on an aspect discussed in your observation debrief. This observation does not have to be a full block and focuses on a specific strategy or aspect of teaching.

Week 7 – Use the **lesson plan overview** in Canvas (response to six questions) to describe the lesson you will teach for your **third observation by your clinical coach**. Upload this to Canvas at least two days prior to the observation and be sure to schedule a brief conversation with your clinical coach prior to the visit. **Complete the dispositions self-assessment** accessed through VIA in Canvas.

Week 8 – **Upload the clinical coach observation form** from the third observation. You will reflect on your growth to date by completing the **mid-term reflection form**, considering your original goals for the semester and your growth towards achieving them. Think about the feedback you have received in your most recent observations. At the mid-term meeting, the mentor teacher, clinical coach and you will discuss the **reflection forms that should then be uploaded** to Canvas.

Week 9 – Meet with your MT before and after their second observation. **Upload the MT observation form to Canvas**.

Week 10 – Observe your MT, focusing on an aspect discussed in your de-brief.

Week 11 - Meet with your MT before and after their third observation. **Upload the mentor teacher’s third observation form** and **write a reflection** about one idea or challenge or activity discussed in your observation debrief.

Week 12 – Use the **lesson plan overview form** in Canvas (response to six questions) to describe the lesson you will teach for your **fourth observation by your clinical coach**. Upload this to Canvas *at least two days prior to the observation* and be sure to schedule a brief conversation with your clinical coach prior to the visit.

Week 13 – **Upload the clinical coach’s observation form**. Write and upload a reflection focusing on one idea, strategy, activity or challenge discussed in your de-brief. -

Week 14 - Meet with your MT before and after their final observation.

Week 15 – Upload the **mentor teacher’s fourth observation form**.

Week 16 - Complete the **final reflection form**, thinking about the feedback from your last two observations; meet with your mentor teacher and clinical coach to discuss your growth and areas for further development. **Upload all of the reflection forms** to Canvas along with your **cumulative hours log**. Complete the program evaluation using the web link that the clinical coach sends to you.

A summary of assignments to be uploaded to Canvas

- ⇒ 4 lesson overviews submitted prior to clinical coach observations (weeks 2, 4, 7, 12)
- ⇒ 8 observation forms (four completed by the clinical coach and 4 completed by the mentor teacher)

- ⇒ Mid-term reflection form and final reflection form (weeks 8 and 16)

- ⇒ Written reflections (thoughtful, 500 words) (weeks 3, 5, 11, 13)

- ⇒ Cumulative hours log (week 16)

IDEAS FOR DIRECT TEACHING

Interns need to complete a minimum of 150 hours of direct teaching

This list includes possible ideas for how to identify and log direct teaching hours

Synchronous Instruction	Asynchronous Instruction
1. Lead a group or whole class discussion, asking students to share a comment, idea, or feeling	1. Provide oral, real-time feedback to students in one-on-one conversations (i.e. office hours)
2. Lead an activity or segment of a lesson which builds new knowledge	2. Discussing and setting goals with students in one-on-one conversations (i.e. office hours)
3. Lead instruction which reviews, reteaches, and/or reinforces prior knowledge	3. Providing ideas for students to apply what they have learned to new problems or contexts
4. Facilitate and support community building through synchronous, real-time group activities and community building activities	4. Designing and creating a video and/or audio recording of some type of instruction (e.g. new content for a lesson, reviewing content, etc.)
5. Explain and model course content to an individual student, a group, or the whole class	5. Reteach, review, or revise content in need of being explained in a new or different manner
6. Model a concept or skill for students to repeat and practice following your modeling and receiving your feedback (e.g. solve a problem, analyze a text, interpret an image)	6. Break down a lesson into different components and provide students “mini-lessons” or chunks of instruction through video/audio recordings, slides, handouts, and have students add their responses
7. Engage students’ thinking through questioning activities, responding to students’ answers and interpretations, reinforcing students’ thinking	7. Creating, monitoring, updating, and responding to student and class asynchronous posts (e.g. discussion boards, forums, social media, etc.)
8. Lead a particular segment of a lesson, such as a follow-up activity, a check for understanding, a transition connecting different parts of a lesson	8. Holding small group or whole class office hours or drop-in sessions through video conferencing and/or chat room dialoguing
9. Guide students through assigned tasks, such as assessments, projects, homework, or in-class practice and activities	9. Creating, monitoring, updating, and responding to collaborative documents students use (e.g. Google Docs, Google Forms, blogs, wikis)
10. Specify and reinforce student behavior and performance (e.g. talking to a student about their progress or behavior)	10. Creating and posting instructional content students access and use “on their own time” (e.g. PowerPoints, websites, YouTube links, etc.)
11. Facilitate small group work and interactions among students to work collaboratively	11. Creating and posting application and extension activities students access “on their own time” (e.g. WebQuest, scavenger hunt, project)
12. Facilitate a skit, role play, simulation, debate, investigation, or experiment in which you observe and guide students during the process	12. Supervising any project-based activity for students (outside of the original planning and routine grading) counts as asynchronous instruction
13. Providing for check-in and check-out activities (e.g. warm-ups and exit conversations)	13. Introducing, explaining, or troubleshooting a digital tech tool with students

IDEAS FOR INDIRECT TEACHING

Interns need to complete a minimum of 150 hours of indirect teaching

This list includes possible ideas for how to identify and log direct teaching hours

Related to Your Mentor & Students	Related to Your School
1. Observing mentor and other teachers deliver instruction in real time	1. Attend department or content-level team meetings (e.g. PLC meeting time)
2. Planning a lesson or unit independently, with mentor teacher, or with university supervisor	2. Attend school-wide or division-wide faculty and staff meetings
3. Locating, evaluating, and selecting resources and materials to use in a lesson	3. Attend professional development opportunities provided by the school or division
4. Viewing and listening to content that can be used in teaching online (e.g. films, podcasts)	4. Attend professional development provided by a university, museum, or other organization
5. Providing written feedback to student work, scoring student work, and entering grades online	5. Reading and replying to any email related to aspects of the internship
6. Discussing feedback with mentor teacher about any particular aspect of the internship (e.g. concerns, successes, challenges, suggestions)	6. Meeting with a member of the school's administration team to discuss an aspect related to the internship
7. Reflecting on the design and delivery of any aspect of instruction (e.g. how did a lesson go?)	7. Participating in any school-sponsored public event (e.g. online talent show, sport event, etc.)
8. Analyzing the knowledge and curriculum used in the mentor teacher's classroom (e.g. textbooks, materials, readings, handouts)	8. Meeting with a school support staff member to discuss some aspect of a student (e.g. social worker, guidance counselor, ELL instructor)
9. Communicating with caregivers of a student about the student's performance (in writing, on email, phone call, online meeting, etc.)	9. Observing and studying aspects of the school itself (e.g. faculty/staff handbook, curriculum standards, policies and procedures)
10. Communicating with mentor teacher and/or other school staff member about a student's performance in class	10. Collaborating with any school-related professional on an aspect of instruction (e.g. school media specialist, tech coordinator)
11. Locating, evaluating, reflecting, and creating any new resource or material a mentor teacher identifies as in need of being created/designed	11. Meeting and/or collaborating and consulting with special education teachers, English Language Learning specialists, G/T coordinators, etc.
12. Observing, analyzing, and reflecting on the students in the mentor teachers' classes including evidence of their learning and participation	12. Engaging in a school-community collaborative activity or project (e.g. a community reading night, community service project)
13. The time spent creating video evidence of your instruction for review by your mentor teacher and university supervisor	13. Engaging in sustained, intentional collaboration with staff and/or interns from a different school or school division