

George Mason University
College of Education and Human Development

College of
EDUCATION & HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan

Secondary Education Program Internship Handbook

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Introduction

Welcome to the teacher candidate internship. During your 16-week internship you will be working with a mentor teacher and a university supervisor 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.

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 that provides additional support to all teacher candidates throughout the internship.

The teacher candidate internship is a major time commitment for you, your mentor teacher, and your university supervisor. The internship should be viewed as a process during which you grow as a teacher and demonstrate your ability to meet the standards required for teacher licensure in your subject area.

This handbook is designed to provide all of the information you need to meet the requirements of the course and teacher licensure. You are responsible for reading the handbook, completing the 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 activities include any time a teacher candidate is directly instructing students or facilitating their learning. This may include whole class instruction, working one-on-one with a student, or facilitating small group work.

Indirect Teaching

Indirect teaching activities include time spent planning, observing other teachers, grading student work, attending meetings, engaging in professional development, and other activities related to instruction.

On-Site Expectations

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 university supervisor 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

A candidate **cannot** act as a substitute teacher during the internship. A district-, division, or county-designated substitute teacher must be provided when a mentor teacher is absent.

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.

Responsibilities

The internship is regarded as the single most important component of teacher education. 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 soon as placements are confirmed
- Attend a required initial orientation session on campus with the university supervisor
- Remain professional, responsible, and courteous at all times
- Maintain the same hours as 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 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 the Edthena video recording and reflection assignments
- Complete the Video Reflection Task (VRT) Assessment*
- Complete the Teacher Work Sample (TWS) Assessment*
- Complete the Collaborative Learning Team (CLT) Assignment*
- Complete at least 3 Exploratory Activities*
- Complete the Internship Evaluation Rubrics (InTASC and subject-specific) at midterm and the end of the internship*
- Accept responsibility for completion of all reports described in the handbook in a timely manner
- Inform mentor teacher, university supervisor, and Clinical Practice Specialist in writing if or any reason the internship cannot be completed
- Complete electronic evaluation of the internship process, mentor teacher and university supervisor

*Complete descriptions of these assignments appear later in this handbook

Mentor Teacher Roles and Responsibilities

The mentor teacher is expected to share supervisory and evaluation responsibilities for the internship with the university supervisor. 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 the candidate and university supervisor, develops a plan for the candidate to accomplishment of internship assignments and assessments using appropriate guidelines and rubrics
- Assists the candidate in meeting the school division, university and classroom requirements
- Provides feedback and support to the candidate on an ongoing basis
- Provides written feedback to the candidate using the Internship Informal Observation Form (Appendix D)
- Completes a minimum of three formal observation reports using Appendix C
- Analyzes and provides feedback Edthena video recording and reflection assignments
- Assesses the CLT Assignment using the rubric provided and gives the candidate a copy of the completed rubric
- Contacts the university supervisor as soon as any concerns arise so corrections can be implemented.
- Conducts electronic or in-person conferences with the university supervisor 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 supervisors, 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 university supervisor

University Supervisor Roles and Responsibilities

The university supervisor serves as a link between the school and the university, providing support and guidance to candidates and the mentor teacher. The university supervisor supports the coaching, supervisory, and evaluative functions carried out by the mentor teacher. The university supervisor also plays an important role in facilitating communication and in providing additional feedback and assistance for the candidates. The university supervisor 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
- Weekly reviews all assignments and assessments the candidate uploads to BlackBoard, giving feedback on the assignments and grading the assessments using the provided rubric as required

- Performs three formal observations of the teacher candidate and provides the candidate with written documentation of the observations using Appendix C
- Reviews and comments on video assignments in Edthena
- Assesses the Video Reflection Task (VRT) by viewing the video and related material in Edthena and completing the appropriate rubric in Tk20
- Supervises and assesses the Teacher Work Sample (TWS); Note: Assessment of the Work Sample must be completed in Tk20 (or other LMS as designated)
- Collects from the candidate all documentation according to the policies listed in the “Documentation” section of the handbook
- Evaluates the candidate’s internship experience and submits a grade to the Clinical Practice Specialist and/or appropriate faculty member
- Completes electronic evaluation of internship process, candidate, and university supervisor

Principal and Administrator Roles and Responsibilities

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

- Oversees the process for identification of quality placement candidates
- Includes candidates in scheduled meetings, orientation training, and staff development activities
- Serves as an intellectual resource for secondary school teachers, university supervisors, and candidates
- Aligns 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)
- Supports university supervisors, 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.

- **Video Reflection Task Assessment (VRT)** – to be completed after the first Edthena classroom tour upload
- **Collaborative Learning Team (CLT) Assessment** – to be completed by the candidate as assigned by the University Supervisor; requires feedback from the mentor teacher
- **Teacher Work Sample (TWS)** – to be completed by the candidate as assigned by the university supervisor
- **Internship Evaluation Rubrics** (both InTASC and subject-specific forms, to be used at midterm and final evaluation) – to be completed by the candidate as assigned by the university supervisor; requires input from the mentor teacher

Video Reflection Task Assessment (VRT)

This assessment is an opportunity to demonstrate your ability to critically reflect on your practice, while also completing an observation by your university supervisor. Record as many lessons as you want after your supervisor's first face-to-face observation and choose the lesson you are most proud of and/or have the most to reflect upon and analyze. Upload 30 minutes of that lesson to Edthena, identifying the segment you are using to reflect the critical incident. Be sure to upload a copy of the lesson plan, your holistic reflection on the lesson, and an analysis of the critical incident during the lesson. For specific guidelines, instructions, and rubric refer to the information below. **Suggested due date: after your first evaluation and before week eight.**

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- The candidate will implement this plan and video record his/her teaching,
- The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations she/he encounters and the broader social, political, and economic forces that influence those events.
- The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
- The candidate will reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to impact future teaching.

Research Base

According to John Dewey (1933), reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical,

educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:

- **Technical reflection** – This level focuses on effective application of skills and knowledge in the classroom so *reflection focuses on analyzing the effects of strategies used*. Examples of questions to consider at this level:
 - How did the students respond to my implementation of a particular strategy?
 - What serves as evidence that this strategy was effective/ineffective?
 - What serves as evidence that I need to think of an alternate strategy?
 - What kinds of questions did I pose during the lesson, and how did students respond to them?
 - How did my use of higher-level questioning influence the whole-class conversation?
 - How did the arrangement of the classroom influence classroom participation?
- **Practical reflection** – *Reflection focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning*. It implies the assessment of the educational implications of actions and beliefs. Some questions to consider at this point include:
 - Why did I select this particular task for my students?
 - Why did I believe that a particular instructional choice during the lesson was best suited for the situation?
 - What kinds of messages about ability or intelligence did I send (a) via the task I selected for the lesson, and (b) via my instructional choices?
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on *questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom*. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. Example questions to consider include:
 - How did my teaching practices promote equity during the lesson?
 - How can I make my task more accessible for English language learners? Students who receive special education services? Other students who need additional support?
 - Did my facilitation of the task afford all students an equitable opportunity to participate? What about my facilitation supported or impeded their opportunity to learn and participate?
 - How does the lesson I taught today connect to broader community, social, or political issues?

Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (p. 84). Reflecting upon a critical incident can affect change in:

- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. Your analysis will focus on what you learn from reflecting on this event.

Video Reflection Assessment Task

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context; in almost all cases, Mason has established agreements with area schools and no formal permissions from administrators, mentor teachers, students, or families are required.

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection**, and (c) **critical incident video clip and analysis**.

You will submit:

- **A Lesson Plan for the Recorded Lesson**
Develop a lesson plan using the standard lesson plan format. Make arrangements to record the lesson for use in analyzing a “critical incident.” Teach the lesson, record it, and upload the lesson plan and video to Edthena. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**
After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**
After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident. Also identify this lesson using the time marker in Edthena (e.g., “The critical incident takes place from 3:36 to 9:02 in the video.”)

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

How to Submit This Assessment

The teacher candidate will:

1. Create a lesson plan that will be attached to the Edthena video.
2. Upload the lesson plan to BlackBoard/Tk20
3. Video record a 30 minute segment of a lesson and upload this to Edthena

4. Write a holistic reflective statement that includes technical, practical and critical levels of reflection—attaching this reflection to the 30 minute Edthena video
5. Select a segment of the video that contains a 5-10 minute “critical incident” and upload this to Edthena
6. Write a “critical incident” analysis and attach this to the 5-10 minute Edthena video
 - a. Briefly describe what happened
 - b. Explain why you selected this clip
 - c. Describe what went well and what aspects of the lesson you would like to change
 - d. Propose alternate ways to handle the critical incident
 - e. Summarize what you learned and how it will impact your future teaching

The university supervisor will:

1. Grade the assignment using the rubric Appendix H. This rubric has been uploaded to BlackBoard/Tk-20 where the University Supervisor must complete the rubric and submit the grade for this assignment.

Note: The VRT will be completed in lieu of one of the University Supervisor’s face-to-face observations.

Collaborative Learning Team (CLT) Assessment

A Collaborative Learning Team (CLT) consists of educators working together with the purpose of improving teaching and learning in order to ensure student academic success. This assignment is an opportunity for you to demonstrate your ability to work with other educators for the purpose of improving instruction and student learning. Some schools have formalized CLTs (also known as Professional Learning Communities), while others may use department meetings to conduct similar work as CLTs, and yet some schools may not have formal or informal CLTs. The name and formalization of the collaboration does not matter. The idea is to collaborate with your mentor teacher and at least one other educator and/or education specialists on teaching and learning. **Helpful tip:** find a common assessment that already exists and use that as a starting point (You don’t need to create something from scratch!). For specific guidelines, instructions, and rubric refer to the information below. **Suggested due date: week 6-8.**

Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decisions.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student’s or a group of students’ academic achievement.

Rationale

Today’s teachers are increasingly expected to play a teacher leadership role, with each professional (novice and veteran) facilitating not only his/her own but also colleagues’ professional development—all focused on the achievement of the students they work together to

educate. As a teacher candidate you will enter schools where collaboration with your colleagues in the service of your students is expected. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning. For this assessment, you will complete the Collaborative Learning Team assignment to demonstrate that you recognize and can take active responsibility for instruction and student learning.

Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress based on one or more assessments
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Part 1: Collaboration

Document collaborations with teacher colleagues regarding individual student or group learning progress. Documentation will include meeting notes, minutes and meeting agenda as applicable, and a brief reflection of the meeting,

Part 2. Assessment and Instruction

Document initial assessment results and responsive instructional decisions made from data analysis. Documentation will include the initial results from the assessment(s) discussed in the meeting and the specific instructional decisions made in response to analysis of the assessment results.

Part 3. Lesson Plan(s)/Revisions

Document lesson plans or revisions, instructional delivery methods or classroom management strategies. Documentation will be new or modified lesson plan(s) with revised instructional delivery methods or classroom management strategies.

Part 4. Teaching Action Plan

Include the teaching action plan that is a description of the alignment of specific instructional activities and assessments. Documentation will be a description of an alignment of objectives, assessment outcomes and instructional strategies used.

How to Submit this Assignment:

The teacher candidate will:

1. Collaborate with a team of teachers
2. Consider assessment results of a common set of students with this team

3. Provide input to the team to identify areas that are impacting student learning
4. Detail a teaching action plan that the team believes will promote student success. The plan should include instructional activities and assessments that will be used to determine changes in student learning.
5. Submit the completed template to the mentor teacher.
6. Once the mentor teacher has graded the assignment using the rubric provided, upload the graded rubric to BlackBoard/Tk20 and notify the university supervisor that this has been done.

The mentor teacher will:

1. Grade the assignment using Appendix I
2. Give the graded rubric to the teacher candidate who will then upload it to BlackBoard/Tk20

The university supervisor will:

1. After the teacher candidate uploads the graded rubric to BlackBoard/Tk20, enter the grades in BlackBoard/Tk20.

Collaborative Learning Team Assignment Template

You will complete the following template and submit it to your mentor teacher along with any attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation	
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	Documentation of collaborations	
	<i>List artifacts attached to this template:</i>	
Part 2. Documentation of initial assessment results and responsive instructional decisions.	Assessment results	Corresponding instructional decisions

Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	Attach lesson plan to this template. <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	Teaching action plan		
	Objectives	Instructional Activities	Assessment (list and state alignment)

Teacher Work Sample (TWS)

This assessment is subject specific. Teacher candidates complete the Teacher Work Sample, upload the final project to Blackboard/Tk20, and the university supervisor evaluates in Blackboard/Tk20. Detailed information about this assessment is found in the subject specific Teacher Work Sample Document in BlackBoard.org.

Internship Midterm and Final Evaluations

Midterm Evaluation Procedure

The midterm evaluation is used to document the teacher candidate’s progress and to highlight areas for improvement. The teacher candidate and the mentor teacher, working together, complete the InTASC evaluation rubric (Appendix A) and the subject-specific evaluation rubric found in BlackBoard.org and email the completed rubrics to the university supervisor at least two days before the midterm conference.

The university supervisor will review the completed rubrics and be prepared to discuss any areas of interest, concern, or contrast. In addition, the midterm conference should be used to review the teacher candidate’s progress on the common assessments and provide guidance in the completion of the common assessment tasks.

Final Evaluation Procedure

The scores on the final evaluation InTASC and subject-specific rubrics are used to determine the teacher candidate’s eligibility for licensure. The teacher candidate in concert with the mentor teacher will complete the InTASC and subject area rubrics and submit them to the university supervisor at least 2 days prior to the scheduled final conference. The supervisor will review the

rubrics and be prepared to discuss any areas of interest, concern, or contrast. The final version of both rubrics will be signed by the teacher candidate, mentor teacher, and university supervisor and uploaded to BlackBoard under the assessments tab. The university supervisor will enter the scores on the rubric provided in BlackBoard. In addition, the supervisor will submit paper copies as required by the college.

Exploratory Activities

Candidates should participate in at least three (3) exploratory activities such as attending school functions or investigating school support programs to enhance their knowledge of the school environment. The candidate must not have teaching responsibilities in the classroom when engaging in these activities. The Exploratory Activities Form (Appendix G) should be completed for each activity observed and the completed form should be uploaded to BlackBoard under assignments.

Exploratory Activity Options

It is important for the candidate to be aware of programs and activities that exist outside the classroom that support and enhance student learning. During the internship, the candidate should explore at least three of these programs or activities. The list below offers some suggestions for exploratory activities. Consult with your mentor teacher, university supervisor, 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
 - Get involved! Look to mentor teacher and colleagues who sponsor activities
 - 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 that must be submitted to the Clinical Practice Specialist at George Mason University (forms may be copied as needed). Folders containing other forms and information for candidates, university supervisors, and mentor teachers are distributed by the Clinical Practice Specialist. These folders should be used to keep records and to submit documentation to the Clinical Practice Specialist at the end of each semester. A breakdown of which documentation should be submitted is listed below.

Mentor Teacher

Form	How Form Should Be Used
Appendix A InTASC Evaluation	After week six or seven, the teacher candidate and the mentor teacher collaboratively complete and discuss with the university supervisor. At the end of the 16-week internship, the mentor and the university supervisor determine the candidate's grade by reaching a consensus.
Subject-Specific Evaluation	Refer to your content standards evaluation form in BlackBoard.org. After week six or seven, the teacher candidate and the mentor teacher collaboratively complete and discuss with the university supervisor. At the end of the 16-week internship, the mentor and the university supervisor determine the candidate's grade by reaching a consensus.
Appendix C Formal Observation Report	Provide these to the candidate and the university supervisor at least three times during the internship.
Appendix D Informal Observation and Feedback Report	Complete these forms and discuss the results with the candidate at least four times throughout the internship.
Appendix F Internship Mentor Teacher Weekly Update	Complete this form weekly, discuss it with the teacher candidate and then teacher candidate uploads it to BlackBoard
Appendix I Collaborative Learning Team Task Assessment Rubric	Complete this rubric after the teacher candidate completes the CLT task. Teacher candidate uploads the completed rubric to BlackBoard

Teacher Candidate

Form	How Form Should Be Used
Appendix A InTASC Internship Evaluation Rubric	Candidate, with input from the mentor teacher, completes this rubric for the midterm and final evaluation and submits it to the university supervisor
Appendix B InTASC Internship Evaluation Summary and Signature	Candidate, mentor teacher and university supervisor sign this form at midterm and final evaluation. Candidate uploads the completed form to BlackBoard

Subject Specific Evaluation	Refer to your content standards evaluation form in BlackBoard.org. After week 6 or 7 the teacher candidate and mentor teacher collaboratively complete this form and submit it to the university supervisor for review. After the review, the teacher candidate uploads the completed signature page to BlackBoard.
Appendix D Informal Observation and Feedback Reports	Candidates and mentor teachers initiate these forms. Forms should be submitted to the university supervisor following discussion.
Appendix E Internship Weekly Reflection and Record of Hours	Complete weekly and upload to BlackBoard
Appendix F Internship Mentor Teacher Weekly Update	Mentor teacher completes this form and candidate uploads completed form to BlackBoard weekly
Appendix G Exploratory Activities	Candidate must participate in three or more exploratory activities (see Page 15 for examples) and document each. Documentation must be turned into university supervisor.
Appendix I Collaborative Learning Team Assessment Rubric	Mentor teacher completes the rubric and candidate uploads completed rubric to BlackBoard
Appendix J Lesson Plan Template	During direct teaching, candidates must provide lesson plans for prior review by the mentor teacher and university supervisor. The candidate will not be allowed to teach without approved lesson plans.
Appendix L Total Candidates Weekly Hours Log	Candidate must keep a record of hours for licensure. Candidate submits this form to the university supervisor at the end of the internship.
Teacher Work Sample	Teacher Work Sample: It is the responsibility of the candidate to complete this assignment with the support of the mentor teacher, university supervisor, and seminar instructor. Once completed, the candidate must upload the document(s) to Tk20 (or other LMS as designated) for final assessment.

The lesson plan format is designed to 1) help the candidate plan discipline-related content in their methods courses; 2) facilitate the candidate's breakdown of all aspects of planning for meaningful learning experiences; 3) enable the candidate and mentor teacher to discuss particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the candidate, university supervisor, and mentor teacher.

University Supervisor

Form	How Form Should Be Used
Appendix A INTASC Evaluation	After week six or seven, the candidate and the mentor teacher collaboratively complete and submit to university supervisor for review. At the end of the 16-week clinical experience, the mentor teacher and the university supervisor determine the grade by reaching a consensus. Submit to the Clinical Practice Specialist.
Subject Specific Evaluation	Refer to your content standards evaluation form in BlackBoard.org. After week 6 or 7 the teacher candidate and mentor teacher collaboratively complete this form and submit it to the university supervisor for review. After the review, the teacher candidate uploads the completed signature page to BlackBoard.
Appendix C Summary Observation Reports	University supervisors should observe their candidates at least four times during the 16-week internship; one of these observations may be completed via the Video Reflection Task. University supervisors provide their candidates and the mentor teacher with a written evaluation of each classroom observation. Submit to the Clinical Practice Specialist.
Appendix H Video Reflection Assessment Task Rubric	Complete this rubric in BlackBoard
Appendix K 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. Submit to the Clinical Practice Specialist.
Appendix L Total Candidate's Weekly Hours	Candidate completes this form and university supervisor submits it to Clinical Practice Specialist
Teacher Work Sample	University supervisors must use the subject specific assignment description and rubric to assess the candidate's work sample assignment. Final assessment of this assignment must be completed by the university supervisor and assessed in Tk20 (or other LMS as designated).

Grading Policies

The mentor teacher and the university supervisor 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+	99-100%
A	93-98%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	Less than 60%

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 university supervisor, 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, possible, 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 (Appendix N) 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 university supervisors 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.

InTASC Internship Evaluation Rubric

George Mason University
College of Education and Human Development
Secondary Education Program
EDCI 490/790: Internship in Secondary Education

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University for secondary school candidates wishing to earn a recommendation for licensure in teaching. Two rubrics will be used to assess the clinical experience/student teaching: a general rubric (included here) and a subject-specific rubric (science, mathematics, English, or history/social science). The general rubric includes the ten Interstate New Teacher Assessment and Support Consortium (InTASC) standards for beginning teachers. The subject-specific rubrics include standards from the four content area organizations (NSTA, NCTM, NCTE, or NCSS).

Requirements for Internship and Licensure:

In order to earn a recommendation for licensure, a candidate must do all of the following:

- complete the entire clinical experience,
- achieve an average overall rating of at least **3.0** for all InTASC standards and all criteria on the subject-specific rubric,
- earn a minimum rating of at least **2.0** for each individual standard or criteria on both the InTASC and subject-specific rubrics.

If the average score for all standards is less than 3.0 or any individual standard is less than 2.0, the clinical experience/student teaching may be extended and materials re-submitted per instructions from your university supervisor.

Submission/Assessment Directions

1. Supervisor completes **InTASC Internship Evaluation Rubric** with input from intern and mentor teacher
2. Intern uploads final **InTASC Internship Evaluation Rubric** into TK20
3. Supervisor enters evaluation scores into TK20

Rubric Rating and Description Guide

Rating		Description
NA	Not applicable	The candidate's performance in this area is not applicable or not able to be evaluated.
1	Does not meet expectations	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.
2	Approaches expectations	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.
3	Meets expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.
4	Exceeds expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.

InTASC INTERNSHIP EVALUATION RUBRIC (Revised Fall 2016)

InTASC-Interstate Teacher Assessment & Support Consortium / ISTE NETS-T-International Society for Technology in Education

Name of candidate _____

Date _____

MIDTERM / FINAL

School: _____ Grade/Content: _____ / _____

Semester/Year _____

1. LEARNER DEVELOPMENT (InTASC1) (ISTE NETS-T1) 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.	1	2	3	4	NA	COMMENTS	
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.							
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.							
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.							
	Points earned for this standard						Average for this standard (divide total by 3)

2. LEARNING DIFFERENCES (InTASC 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.	1	2	3	4	NA	COMMENTS	
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths.							
B. Works with students' Individual Education Plans; makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.							
C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.							
D. Designs instruction to build on learners' prior knowledge and experiences.							
E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.							
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.							
G. Accesses resources and special services to meet learning differences or needs.							
	Points earned for this standard						Average for this standard (divide total by 6)

3. LEARNING ENVIRONMENTS (InTASC 3) (ISTE NETS-T 2) 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.	1	2	3	4	NA	COMMENTS
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.						
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.						
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.						

InTASC INTERNSHIP EVALUATION RUBRIC (Revised Fall 2016)

InTASC-Interstate Teacher Assessment & Support Consortium / ISTE NETS-T-International Society for Technology in Education

	1	2	3	4	NA	COMMENTS	
D. Collaborates with learners to evaluate and adjust the learning environment.							
E. Demonstrates respect for the cultural backgrounds and perspectives of learners.							
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.							
	Points earned for this standard						Average for this standard (divide total by 6)

4. CONTENT KNOWLEDGE (InTASC 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.	1	2	3	4	NA	COMMENTS	
A. Uses multiple representations and explanations of content.							
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.							
C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.							
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.							
E. Recognizes and corrects learner misconceptions in a discipline.							
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.							
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.							
	Points earned for this standard						Average for this standard (divide total 6)

5. CONTENT APPLICATION (InTASC 5) (ISTE NETS-T 1) 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.	1	2	3	4	NA	COMMENTS	
A. Applies content knowledge to real world problems through interdisciplinary projects.							
B. Facilitates learners' use of current technology tools and resources.							
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.							
D. Develops learners' communication skills for varied audiences and purposes.							
E. Supports development of diverse social and cultural perspectives.							
F. Develops and supports learner literacy across content areas.							
	Points earned for this standard						Average for this standard (divide total by 6)

6. ASSESSMENT (InTASC 6) (ISTE NETS-T 3) 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 the teacher's and learner's decision making.	1	2	3	4	NA	COMMENTS
A. Designs valid formative and summative assessments that match learning objectives.						
B. Uses multiple types of assessment data to document learning and develop instructional activities.						
C. Provides effective feedback to guide learner progress.						

InTASC INTERNSHIP EVALUATION RUBRIC (Revised Fall 2016)

InTASC-Interstate Teacher Assessment & Support Consortium / ISTE NETS-T-International Society for Technology in Education

	1	2	3	4	NA	COMMENTS	
D. Guides learners to assess their own thinking and learning, as well as the performance of others.							
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.							
F. Uses technology to support assessment.							
	Points earned for this standard						Average for this standard (divide total by 6)

7. PLANNING FOR INSTRUCTION (InTASC 7) (ISTE NETS-T 2) The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and benchmarks.	1	2	3	4	NA	COMMENTS	
A. Creates relevant learning experiences aligned with curriculum goals, content standards, pedagogy, as well as knowledge of learners and the community context.							
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.							
C. Sequences learning experiences effectively.							
D. Plans multiple ways for learners to demonstrate knowledge and skills.							
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.							
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.							
G. Evaluates and adjusts plans to meet short and long range goals.							
	Points earned for this standard						Average for this standard (divide total by 7)

8. INSTRUCTIONAL STRATEGIES (InTASC 8) (ISTE NETS-T 1,2,3) 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 for individuals and groups.	1	2	3	4	NA	COMMENTS	
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction contemporary meaningful ways.							
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.							
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.							
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.							
E. Engages all learners in developing higher order questioning skills and metacognitive processes.							
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.							
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.							
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.							
I. Provides clear directions and explanations.							
	Points earned for this standard						Average for this standard (divide total by 9)

InTASC INTERNSHIP EVALUATION RUBRIC (Revised Fall 2016)

InTASC-Interstate Teacher Assessment & Support Consortium / ISTE NETS-T-International Society for Technology in Education

9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE (InTASC 9) (ISTE NETS-T 4) 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.	1	2	3	4	NA	COMMENTS
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.						
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.						
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.						
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.						
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).						
F. Maintains professional appearance.						
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).						
H. Responds to constructive criticism and modifies practices accordingly.						
I. Uses professional, respectful, and grammatically correct language in oral and written communication.						
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.						
	Points earned for this standard				Average for this standard (divide total by 10)	

10. LEADERSHIP AND COLLABORATION (InTASC 10) (ISTE NETS-T 5) The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community.	1	2	3	4	NA	COMMENTS
A. Collaborate with colleagues to share responsibility for decision making and accountability for student learning.						
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.						
C. Supports the mission of the school.						
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.						
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.						
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.						
G. Advocates for learners, the school, the community, and the profession.						
	Points earned for this standard				Average for this standard (divide total by 7)	

InTASC INTERNSHIP EVALUATION SUMMARY AND SIGNATURE SHEET
 George Mason University College of Education and Human Development Secondary Education Program
 EDCI 490/790: Internship in Secondary Education

Name of candidate _____ Date _____

MIDTERM / FINAL

FINAL CALCULATIONS AND EVALUATION SUMMARY

Standard	1	2	3	4	5	6	7	8	9	10	Total (add 1 – 10)	
Average (transfer from above)												
Overall Mean Rating (out of 4.0) Add the mean for each standard and divide the total by 10 to determine the overall mean rating.												
Candidate achieved overall minimum mean rating of <u>3.0</u> across all standards.											YES	NO
Candidate achieved minimum rating of <u>2.0</u> for each measured standard.											YES	NO

NOTES:

Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

Supervisor Signature

Printed Name

Date

InTASC Internship Formal Observation Form

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

Formal observations provide the teacher candidate the opportunity to demonstrate his/her mastery of the InTASC Standards. The internship is a process and the candidate is not expected to demonstrate mastery of all of these standards during a single observation. It is expected that the candidate will master these standards by the end of the internship. In order to facilitate the documentation of this mastery, the Formal Observation Form is provided.

This form will be completed by the candidate's mentor teacher and his/her university supervisor whenever either the mentor teacher or university supervisor performs a formal observation. Once completed, the observation should be discussed with the teacher candidate and the teacher candidate will be provided with a copy of the completed form. The teacher candidate will upload a copy of the completed form to BlackBoard under "Assignments."

It is expected that the mentor teacher and the university supervisor will each complete at least three formal observations during the internship.

InTASC INTERNSHIP FORMAL OBSERVATION FORM

Name of candidate _____ Date _____

School: _____ Grade/Content: _____ / _____

<p>1. LEARNER DEVELOPMENT (InTASC1) (ISTE NETS-T1) 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.</p>	COMMENTS
<p>A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.</p>	
<p>B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.</p>	
<p>C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.</p>	
<p>2. LEARNING DIFFERENCES (InTASC 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.</p>	COMMENTS
<p>A. Designs, adapts, and delivers instruction to address each student's particular learning strengths.</p>	
<p>B. Works with students' Individual Education Plans; makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.</p>	
<p>C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.</p>	
<p>D. Designs instruction to build on learners' prior knowledge and experiences.</p>	
<p>E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.</p>	
<p>F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.</p>	
<p>G. Accesses resources and special services to meet learning differences or needs.</p>	
<p>3. LEARNING ENVIRONMENTS (InTASC 3) (ISTE NETS-T2) 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>	COMMENTS
<p>A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.</p>	
<p>B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.</p>	
<p>C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.</p>	
<p>D. Collaborates with learners to evaluate and adjust the learning environment.</p>	
<p>E. Demonstrates respect for the cultural backgrounds and perspectives of learners.</p>	
<p>F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.</p>	

<p>4. CONTENT KNOWLEDGE (InTASC 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.</p>	COMMENTS
<p>A. Uses multiple representations and explanations of content.</p> <p>B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.</p> <p>C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.</p> <p>D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>E. Recognizes and corrects learner misconceptions in a discipline.</p> <p>F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.</p> <p>G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.</p>	
<p>5. CONTENT APPLICATION (InTASC 5) (ISTE NETS-T 1) 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>	COMMENTS
<p>A. Applies content knowledge to real world problems through interdisciplinary projects.</p> <p>B. Facilitates learners' use of current technology tools and resources.</p> <p>C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.</p> <p>D. Develops learners' communication skills for varied audiences and purposes.</p> <p>E. Supports development of diverse social and cultural perspectives.</p> <p>F. Develops and supports learner literacy across content areas.</p>	
<p>6. ASSESSMENT (InTASC 6) (ISTE NETS-T 3) 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 the teacher's and learner's decision making.</p>	COMMENTS
<p>A. Designs valid formative and summative assessments that match learning objectives.</p> <p>B. Uses multiple types of assessment data to document learning and develop instructional activities.</p> <p>C. Provides effective feedback to guide learner progress.</p> <p>D. Guides learners to assess their own thinking and learning, as well as the performance of others.</p> <p>E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.</p> <p>F. Uses technology to support assessment.</p>	
<p>7. PLANNING FOR INSTRUCTION (InTASC 7) (ISTE NETS-T 2) The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and benchmarks.</p>	COMMENTS
<p>A. Creates relevant learning experiences aligned with curriculum goals, content standards, pedagogy, as well as knowledge of learners and the community context.</p> <p>B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.</p> <p>C. Sequences learning experiences effectively.</p> <p>D. Plans multiple ways for learners to demonstrate knowledge and skills.</p> <p>E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.</p>	

7. (continued)	COMMENTS
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.	
G. Evaluates and adjusts plans to meet short and long range goals.	

8. INSTRUCTIONAL STRATEGIES (InTASC 8) (ISTE NETS-T 1,2,3) 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 for individuals and groups.	COMMENTS
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction contemporary meaningful ways.	
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.	
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.	
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.	
E. Engages all learners in developing higher order questioning skills and metacognitive processes.	
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.	
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.	
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.	
I. Provides clear directions and explanations.	

9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE (InTASC 9) (ISTE NETS-T 4) 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.	COMMENTS
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.	
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.	
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.	
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.	
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).	
F. Maintains professional appearance.	
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).	
H. Responds to constructive criticism and modifies practices accordingly.	
I. Uses professional, respectful, and grammatically correct language in oral and written communication.	
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.	

10. LEADERSHIP AND COLLABORATION (InTASC 10) (ISTE NETS-T 5) The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community.	COMMENTS
A. Collaborate with colleagues to share responsibility for decision making and accountability for student learning.	
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.	
C. Supports the mission of the school.	
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.	
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
G. Advocates for learners, the school, the community, and the profession.	

NOTES:

Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

Supervisor Signature

Printed Name

Date

Internship Informal Observation Form

The mentor teacher should complete at least four informal observations throughout the internship. This form should be completed and discussed with the teacher candidate and the teacher candidate should upload the completed for to BlackBoard under assignments.

Teacher Candidate _____

Date _____

Mentor Teacher _____

Activities Observed:

Commendations:

Recommendations:

Internship Weekly Reflection Form and Record of Hours

Teacher Candidate _____ **Date** _____

	Indirect Teaching	Direct Teaching
This Week's Hours		
Cumulative Hours		

Internship Mentor Teacher Weekly Update

Teacher Candidate _____ **Date** _____

Summary of Week's Activities

Commendations:

Recommendations:

Mentor Teacher Signature _____

Exploratory Activity Form

Candidate's Name _____ **Date** _____

Description of the Activity:

Reflection:

Video Reflection Task (VRT) Assessment

George Mason University
 College of Education and Human Development
 Secondary Education Program
 EDCI 490/790: Internship in Secondary Education

This assessment is an opportunity to demonstrate the ability to critically reflect on your practice, while also completing an observation by your university supervisor. Record as many lessons as you want after your supervisor's first observation and choose the lesson you are most proud of and/or have the most to reflect upon and analyze. Upload 30 minutes of your lesson to Edthena. Be sure to include a copy of your lesson plan, your holistic reflection on the lesson, and an analysis of the critical incident during the lesson. (You should also indicate on the video the 5-10 minute clip you identify as the critical incident). When the assessment is complete, upload the lesson plan to BlackBoard/Tk-20 and notify the university supervisor.

Requirements for Internship and Licensure

In order to earn a recommendation for licensure, a candidate must be recommended by both her/his university supervisor and mentor teacher, as well as earn passing scores on all internship assessments.

Submission/Assessment Directions

The teacher candidate will:

1. Create a lesson plan that will be attached to the Edthena video.
2. Upload the lesson plan to BlackBoard./Tk20
3. Video record a 30-minute segment of a lesson and upload this to Edthena
 - a. *Note: This video will be completed in lieu of one of the university supervisor's observations.*
4. Write a holistic reflective statement that includes technical, practical and critical levels of reflection—attaching this reflection to the 30 minute Edthena video
5. Select a segment of the video that contains a 5-10 minute “critical incident” and upload this to Edthena
6. Write a “critical incident” analysis and attach this to the 5-10 minute Edthena video
 - a. Briefly describe what happened
 - b. Explain why you selected this clip
 - c. Describe what went well and what aspects of the lesson you would like to change
 - d. Propose alternate ways to handle the critical incident
 - e. Summarize what you learned and how it will impact your future teaching

The University Supervisor will:

1. Grade the assignment using the rubric. This rubric has been uploaded to BlackBoard/Tk-20 where the University Supervisor must complete the rubric and submit the grade for this assignment.

VIDEO REFLECTION TASK RUBRIC

Name of candidate _____

Date _____

School: _____ Grade/Content: _____ / _____

Semester/Year _____

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
LESSON PLAN AND TEACHING				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.</p> <p><i>InTASC 1(b)</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><i>InTASC 2(a)</i></p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>
<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p> <p><i>InTASC 3(d)</i></p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage learners. The candidate does not show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage the majority of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by creatively organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p><i>InTASC 4(c)</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences using student-centered instruction.</p>
<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>InTASC 8(a)</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p><i>InTASC 8(b)</i></p>	<p>The candidate does not provide evidence of monitoring student learning and/or does not engage learners in assessing their progress, and/or does not provide evidence of adjusting instruction in response to student learning needs.</p>	<p>The candidate provides minimal evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>The candidate provides consistent evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate provides substantial evidence of continuously monitoring student learning, engaging learners in assessing their progress, and innovatively adjusts instruction in response to student learning needs.</p>

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. <i>InTASC 8(d)</i>	The candidate does not vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).	The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.	The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.	The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.
The candidate engages all learners in developing higher order questioning skills and metacognitive processes. <i>InTASC 8(f)</i>	The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.	The candidate engages some learners in developing higher order questioning skills or metacognitive processes.	The candidate engages most learners in developing higher order questioning skills and metacognitive processes.	The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.
The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). <i>InTASC 8(i)</i>	The candidate does not ask questions to stimulate discussion.	The candidate asks questions to stimulate discussion but the purposes tend to be low level .	The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) within authentic learning situations .
HOLISTIC REFLECTION				
The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. <i>InTASC 9(b)</i>	The candidate does not take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but does not address all of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes all of the levels of critical reflection .	The candidate takes responsibility for promoting the learners' growth and development in a well-written and insightful reflective statement that includes all of the levels of critical reflection .
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9©</i>	The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
CRITICAL INCIDENT VIDEO CLIP AND ANALYSIS				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>InTASC 9(d)</i>	The candidate does not use technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate ineffectively uses technology to support analysis, reflection, or problem-solving strategies for instruction.	The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate effectively uses technology to support a thorough use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. <i>InTASC 9(a)</i>	There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.	There was extensive evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences. <i>InTASC 9(e)</i>	There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.	The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging , relevant learning experiences.
TOTAL POINTS EARNED: _____ Divide total by 16 to find RUBRIC MEAN (out of 4.0): _____				

NOTES:

Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

Supervisor Signature

Printed Name

Date

Collaborative Learning Team (CLT) Assessment Rubric

George Mason University
College of Education and Human Development
Secondary Education Program
EDCI 490/790: Internship in Secondary Education

A Collaborative Learning Team (CLT) consists of educators working together with the purpose of improving teaching and learning in order to ensure student academic success. This assignment is an opportunity for you to demonstrate your ability to work with other educators for the purpose of improving instruction and student learning. Some schools have formalized CLTs (also known as Professional Learning Communities), while others may use department meetings to conduct similar work as CLTs, and yet some schools may not have formal or informal CLTs. The name and formalization of the collaboration does not matter. The idea is to collaborate with your mentor teacher and at least one other educator and/or education specialists on teaching and learning.

Helpful tip: find a common assessment that already exists and use that as a starting point (You don't need to create something from scratch!). For specific guidelines, instructions, and rubric refer to the information below. **Suggested due date: week 6-8.**

Submission/Assessment Directions

The Teacher Candidate will:

1. Collaborate with a team of teachers
2. Consider assessment results of a common set of students with this team
3. Provide input to the team to identify areas that are impacting student learning
4. Detail a teaching action plan that the team believes will promote student success. The plan should include instructional activities and assessments that will be used to determine changes in student learning.
5. Submit the completed template to the Mentor Teacher.
6. Once the mentor teacher has graded the assignment using the rubric provided, upload the graded rubric to BlackBoard/Tk20 and notify the University Supervisor that this has been done.

The Mentor Teacher will:

1. Grade the assignment using the rubric provided
2. Give the graded rubric to the teacher candidate who will then upload it to BlackBoard/Tk20

The University Supervisor will:

1. After the teacher candidate uploads the graded rubric to BlackBoard/Tk20, enter the grades in Tk20.

COLLABORATIVE LEARNING TEAM ASSESSMENT RUBRIC

Name of candidate _____ Date _____

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

Criteria and Levels	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
Part 1. COLLABORATION				
The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners. InTASC 10(b)	The candidate does not provide evidence of effective collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but does not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. InTASC 10(f)	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.
Part 2. ASSESSMENTS AND INSTRUCTION				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice. InTASC 9(c)	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.	The candidate independently and in collaboration with colleagues uses a variety of data to accurately evaluate outcomes of teaching and learning and effectively adapts planning and practice for all learners.
Part 3. LESSON PLAN				
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. InTASC 7(j)	The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding of the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.	The candidate exhibits a deep understanding of the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.
The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning. InTASC 6(a)	The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.	The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. InTASC 6(b)	The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.

Criteria and Levels	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. InTASC 6(c)	The candidate does not work independently and collaboratively to examine test and other performance data to understand some learner's progress and to guide planning.	The candidate works independently and/or collaboratively to examine limited test and other performance data to understand some learner's progress and to guide planning.	The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate works independently and collaboratively to examine multiple sources of test and other performance data to understand every learner's progress and to guide planning to meet diverse student needs.
Part 4. TEACHING ACTION PLAN				
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. InTASC 9(e)	The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. InTASC 10(a)	The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.	The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source , and sharing little or no responsibility for some decision making and accountability for each student's learning.	The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources , and sharing responsibility for decision making and accountability for each student's learning.	The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources , and sharing responsibility for decision making and accountability for each student's diverse learning needs.
TOTAL POINTS EARNED: _____ Divide total by 9 to find RUBRIC MEAN (out of 4.0): _____				

NOTES:

Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

Supervisor Signature

Printed Name

Date

Lesson Plan Template

Teacher candidates must develop research-supported lesson plans for all lessons they teach.

Lesson planning can be guided by four basic questions:

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

LESSON PLAN TEMPLATE

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	
LESSON PLANNING	<i>Optional Teaching Points/ Cues/Time</i>
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	
Accommodations:	
Extensions	

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure:	
ASSESSMENT	
Pre-Assessment:	
Formative and/or Informal Assessments:	
Summative Assessment	

**Summary of Clinical Experience
Internship Final Grade**

Teacher Candidate _____

Fall / Spring _____

Internship School _____

Grade(s) Taught _____

Subject(s) Taught _____

Secondary Education Subject Area Endorsement _____

Final Grade _____

Mentor Teacher Signature

Date

University Supervisor Signature

Date

Total Candidate's Weekly Hours Log

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

University Supervisor Signature

Printed Name Date