George Mason University

College of Education and Human Development

Secondary Education Program Internship
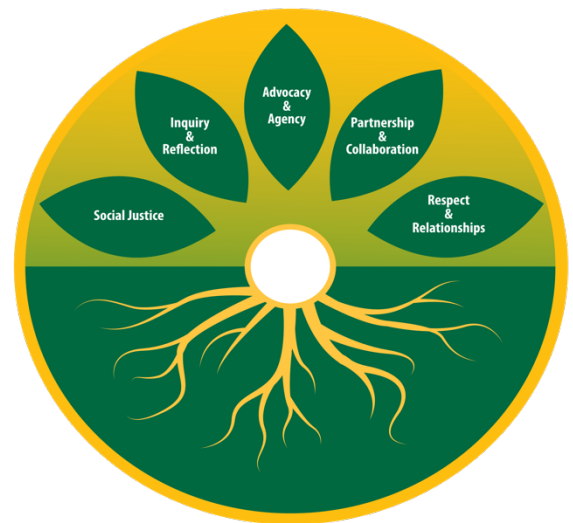
Handbook 2020-2021

FALL 2020 SEMESTER

College of
EDUCATION & HUMAN DEVELOPMENT GEORGE MASON UNIVERSITY

SOCIAL JUSTICE

RESEARCH-BASED PRACTICE

CORE VALUES

INNOVATION

ETHICAL LEADERSHIP

COLLABORATION

Promoting Learning & Development Across the Lifespan

Advocacy & Agency

Inquiry & Reflection

Partnership & Collaboration

Social Justice

Respect & Relationships

SEED

SECONDARY EDUCATION

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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.

As a part of SEED 492/493/494/792/793/794/795 (formerly EDCI 490/790), **the internship** requires a minimum of 300 hours of direct and indirect teaching. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments required by your university supervisor. You will also be required to enroll in the **weekly seminar**, SEED 491/791 (formerly EDCI 491/791), 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 provides 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

PLEASE NOTE: If a candidate does not comply with the following on-site expectations, school divisions have the right to request the candidate's removal from the placement. If such a removal is requested, it is highly unlikely a second placement location for the semester will be approved for the candidate.

Attendance: Candidates are required to follow the mentor teacher's daily schedule. Candidates must be punctual and remain on duty during the contractual school day. When an absence is unavoidable, the candidate must notify the school office personnel, mentor teacher, and 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: Mason's Teacher Track Office (formerly the Educator Preparation Office) strongly recommends that all CEHD students in licensure programs consider applying to work as substitute teachers in one or more of the local public school divisions. This will provide many benefits, including:
- exposure to a wide variety of grade levels, content areas, schools, school divisions, teacher planning/teaching/assessment methods, and familiarity with local communities;
- early notice of any issues and/or delays in processing a student's background check & fingerprinting, which will be done again for future field experiences and internships;
- opportunities to make valuable connections (and a great impression!) with local teachers, administrators, school division HR personnel, and others in the field.

The Teacher Track Office, in consultation with our local school administrators and central office personnel, notes to licensure programs that substitute teaching during internship is allowed, under the following conditions, all of which must be met:
- students must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching;
- students may only substitute in the classroom of their mentor teacher with the building administrator's advance knowledge and permission;
- students may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness, family emergency, or required professional development;
- students may only substitute for their mentor teacher at or past **the internship mid-point**;
- students may **not** count hours spent substitute teaching towards their direct/indirect hours requirements for licensure.

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

Personal Appearance and Professional Conduct: Candidates must dress professionally and exhibit professional behavior in their assigned school. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. Note: These expectations remain in place even though much of your teaching experience during the Fall 2020 semester may occur in online environments.

Roles and Responsibilities

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

Candidate Roles and Responsibilities
The internship should be a time of significant personal and professional growth. For most candidates, it is hard work, exciting, and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and student needs will reduce anxiety and increase growth. Candidates will be expected to participate fully in the following aspects of the classroom teaching experience:
- Arrange an introductory conference with the mentor teacher as early as possible.
- Attend a required initial orientation session with the SEED Program.
- Remain professional, responsible, and courteous at all times.
- Maintain the same hours as the mentor teacher except for attendance at group meetings that are scheduled by the university supervisor.
- Assist with all mentor teacher duties (e.g., bus and lunch duties) which are a regular part of the school day.
- Gradually assume greater responsibilities for instructions in the classroom. The timeline for taking over all teaching responsibilities is to be developed with the candidate, mentor teacher, and university supervisor.
- Complete all assignments and common assessments as outlined in this handbook, course syllabi, and assigned by the university supervisor.
- Participate as a team member in seminars and school reform initiatives.
- Complete seminar coursework with diligence; course assignments are integrated with the internship experience.
- Complete all video recording and reflection assignments
- Complete the Impact on Student Learning (ISL) Assessment (Appendix C) *
- Complete the midterm and final reflection forms for the triad meetings (Appendix G) *
- Accept responsibility for completing all assigned work and reports in a timely manner
- Inform mentor teacher, university supervisor, and Clinical Practice Specialist in writing if for any reason the internship cannot be completed.
- Complete evaluation of the internship process, mentor teacher, and university supervisor.

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

Mentor Teacher Roles and Responsibilities
The mentor teacher is expected to share supervisory 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 candidate and university supervisor, develops a plan for the candidate to accomplish internship assignments and assessments using appropriate guidelines and rubrics.
- Assists candidate in meeting the school division, university and classroom requirements.
- Provides feedback and support to the candidate on an ongoing basis.
- Complete four observation reports (Appendix B).
- Completes the reflection form for the mid-term and final triad meetings (Appendix G).
- Assists teacher candidate in creating and executing the ISL Assessment (Appendix C).
- Contacts university supervisor when 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.
- Attends mentor orientations/trainings as available.

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.
- Reviews all assignments and assessments the candidate uploads to Blackboard on a weekly basis, giving feedback on the assignments.
- Performs four observations of the teacher candidate and provides the candidate with written documentation of the observations (Appendix B).
- Reviews and comments on any video assignments.
- Supervises and assesses the ISL Assessment (Appendix C).
- 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 (Appendix F).
- Completes electronic evaluation of internship process, candidate, and university supervisor.
- Leads introductory, midterm and final triad meetings, completing the reflection form for the latter two meetings.

School Principal and Administrator Roles and Responsibilities

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

- 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
- Involves candidates as part of the faculty.
- Ensures the mechanisms are in place to help parents participate in and understand internship goals.
- Works 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.

- **Impact on Student Learning**: To be completed by the candidate as assigned by the university supervisor; requires feedback from the mentor teacher; will be assessed by the university supervisor.

- **Internship Final Evaluation InTASC Rubric**: to be completed in TK20 by the university supervisor based on the mid-term and final reflections of the candidate, mentor teacher and supervisor.

- **Assessment of Dispositions:** To be completed by mid-point of internship, after discussion among supervisor, mentor and intern; supervisor and intern use links provided in Blackboard under the "Assessments" tab.

Midterm Reflection Procedure

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

Final Reflection Procedure

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

Final Evaluation Procedure

The scores on the final InTASC evaluation are used to determine the teacher candidate's eligibility for licensure. The university supervisor will complete the assessment in TK20 after the final triad meeting, taking into consideration the reflections as well as observation reports, all course assignments, work on the ISL, and intern reflections.

Activities to Enhance Internship Experience

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

Forms for the Mentor Teacher

Form	How Form Should Be Used
Appendix B Observation and Feedback Form	Complete these forms and discuss the results with the candidate six times throughout the internship.
Appendix G Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Supervisor prior to both the midterm and the final triad meetings, and the Intern must upload these forms to Blackboard/TK20 before the Supervisor can submit an internship grade.

Forms for the Teacher Candidate

Form	How Form Should Be Used
Appendix B Observation and Feedback Forms	Candidates and mentor teachers initiate these forms. **Forms should be submitted to the university supervisor following discussion.**
Appendix D 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 E Total Candidates Weekly Hours Log	This form is completed at the end of the semester to verify the teacher candidate has completed the required hours. **Candidate uploads to Blackboard.**
Appendix G Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Supervisor prior to the final triad, and the Intern must upload these forms to Blackboard/TK20 before the Supervisor can submit an internship grade.

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.

Forms for the University Supervisor:

Form	How Form Should Be Used
Appendix A Internship Evaluation Rubric	This assessment is to be completed in TK20 on Blackboard at the end of the semester. A physical copy is no longer necessary.
Appendix C Impact on Student Learning Assessment	University supervisors must use the subject specific assignment description and rubric to assess the candidate's Impact on Student Learning Assessment. Final assessment of this assignment must be completed by the university supervisor and assessed in Tk20 on Blackboard. A physical copy of the rubric is not necessary.
Appendix E Total Candidate's Weekly Hours	Candidate completes this form and uploads it Blackboard.
Appendix F Summary of Clinical Experience	Determine the final grade for the candidate on this form. This document contains the information needed to process the candidate's request for licensure, and is kept as a permanent record. **Supervisor submits to Subject Area Lead Faculty.**
Appendix G Internship Midterm and Final Reflection Form	This form must be completed by the Intern, Mentor, and Supervisor prior to the final triad, and the Intern must upload these forms to Blackboard/TK20 before the Supervisor can submit an internship grade.

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= 93-100%
A- = 90-92%
B+ = 86-89%
B = 82-85%
B- = 80-81%
C = 70-79%
D = 60-69%
F = Below 60%
IN = Incomplete
AB = Absent with
Permission

Special Assistance for Teacher Candidates

Occasionally candidates need special assistance and arrangements to complete their licensure. In such cases, an individualized plan is developed collaboratively by the 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, and early in a semester) change a placement within the school to provide a better match of candidate and mentor teacher.
- Modify schedule for direct teaching commensurate with candidate's needs.
- Delay or extend a candidate's Direct Teaching.
- Provide additional experiences during the period after Direct Teaching in order to address areas needing improvement.
- Suggest available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, the Student Health Center, or other source of medical assistance.
- Facilitate conferences with the candidate's academic advisor and/or course instructors.

Additional Clinical Experience Guidelines

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

Confidentiality of Records

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

Records Retention

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

Evaluations

For program feedback and accreditation purposes, teacher candidates, mentor teachers, and 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.

George Mason University
Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. The evaluation will be completed by the mentor teacher, university supervisor, and teacher candidate prior to a conference where one composite score is agreed upon and submitted to the Accreditation and External Reporting Office (AERO). If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Program Coordinator.

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

Standards Assessed
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9,10
CAEP Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)
VDOE Standards: 1, 2, 3, 4, 6
CAEP Cross-Cutting Themes (CCT): Diversity, Technology

GENERAL SCORING GUIDELINES

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

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

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

Please provide the following:
Candidate Name   Mentor Teacher Name

University Supervisor Name

Please provide the following information:

○ This form was used as an observation tool.

○ Date _____   Observer_____

○ This is the Mid-placement Evaluation. The Conference Date for this evaluation was _____

○ This is the Final Evaluation. The Conference Date for this evaluation was _____

If this was a mid-point evaluation, list goals below:

If any scores were rated a 1, please note action plan for remediation:

Construct 1: Learner and Learning
InTASC 1 – Learner Development (Tagged to VDOE 1, VDOE 2, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology)
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

Not Proficient 1	Proficient 2	Highly Proficient 3
The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
Optional comments or evidence		

InTASC 2 – Learner Differences (Tagged to VDOE 1, CAEP 1.1, CAEP CCT: Diversity)
The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Key Proficiencies: Learner background, classroom culture

Not Proficient 1	Proficient 2	Highly Proficient 3
⟩ The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	⟩ The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	⟩ The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.
Optional comments or evidence		

InTASC 3 – Learning Environment (Tagged to VDOE 5, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology)
The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

Key Proficiencies: Learner rapport; pacing/transitions; classroom management

Not Proficient 1	Proficient 2	Highly Proficient 3
The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	⟩ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	⟩ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
Optional comments or evidence		

Construct 2: Content
InTASC 4 – Content Knowledge (Tagged to VDOE 1, VDOE 3, CAEP 1.1, CAEP 1.3, CAEP CCT: Diversity)
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
Key Proficiencies: Content representation; content clarify; instructional strategies for content

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

InTASC 5 -- Application of Content (Tagged to VDOE 2, VDOE 5, CAEP 1.1, CAEP 1.3, CAEP 1.4, CAEP CCT: Diversity)
The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Key Proficiencies: Problem solving; real-work application; cross-curricular connections

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

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

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.***Key Proficiencies: Varied assessments; data analysis; feedback***

Not Proficient 1	Proficient 2	Highly Proficient 3
⟩ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.	⟩ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	○ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.
Optional comments or evidence		

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

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

Key Proficiencies: Lesson objectives; building on prior knowledge

Not Proficient 1	Proficient 2	Highly Proficient 3
⟩ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	⟩ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	⟩ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
Optional comments or evidence		

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

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Key Proficiencies: Varied instructional strategies and technologies; differentiation

Not Proficient 1	Proficient 2	Highly Proficient 3
⟩ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	⟩ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	⟩ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

Construct 4: Professional Responsibility

InTASC 9 – Professional Learning and Ethical Practice (Tagged to VDOE 6, VDOE 7, CAEP 1.1, CAEP CCT: Diversity)
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

Key proficiencies: Professional development; self-reflection; ethical manner

Not Proficient 1	Proficient 2	Highly Proficient 3
⟩ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	○ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	○ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.
Optional comments or evidence		

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

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

Not Proficient 1	Proficient 2	Highly Proficient 3
) The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	) The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	) The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.

Optional comments or evidence

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

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

INTERNSHIP OBSERVATION FORM
Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education
The university supervisor and the mentor teacher will each complete at least four observations throughout the internship. This form should be completed and discussed with the teacher candidate and uploaded to Blackboard under assignments. This observation, along with records of additional observations, will be used to inform the summative evaluation of the teacher.

Name of Candidate_____Date _____

School:_____   Grade/Content:_____   Semester/Year_____

Standards addressed: _____

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

What are students doing?	What is the teacher doing?

How were one or more standards addressed in this lesson?

Questions to reflect on:

Observer Printed Name _____

Appendix C

IMPACT ON STUDENT LEARNING (ISL) COMMON ASSESSMENT

Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education

Successful teacher education candidates must, in collaboration with teams of teachers, demonstrate development and implementation of strategies and methods designed to positively impact student learning. Demonstration of impact on student learning includes evidence that candidates are able to deliver effective instructional units, employ meaningful classroom assessments and analyze and reflect on their experiences. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

The purpose of this assessment is to for you to demonstrate your impact on student learning by:

- Constructing and delivering an instructional unit that meets the needs of diverse learners
- Constructing challenging, meaningful classroom assessments
- Examining your students' pre-assessment to post-assessment learning gains and analyzing the results to reflect upon the impact instruction had on learning
- Analyzing and reflecting on your experience to promote your own professional growth.
- Collaborating with teachers in a school context to evaluate individual learner and/or group learning progress

Impact on Student Learning (ISL) Assessment Overview

Phase 1: Understanding Learning Environment and Recognizing Diversity *(Recommendation: Completed weeks 1-5)*
• Observe and describe classroom learning environment • Work with mentor teacher to select three students for case study • Develop case study narratives
Phase 2: Unit Learning Goals, Assessment, and Instructional Plan *(Recommendation: Completed weeks 6-9)*
• Select subject-area and SOL standards and relevant learning objectives that the unit plan will address • Create rationale for unit plan and instructional and assessment choices • Develop an assessment plan that includes pre-assessment, summative (post) assessment, formative assessments • Design learning activities to support unit goals and assessments • Design unit overview and reflect on alignment between learning goals, assessments, and learning activities • Collaborate with team to discuss how to meet the needs of diverse learners (including case study students)
Phase 3: Instructional Planning and Implementation *(Recommendation: Completed weeks 9-13)*
• Conduct and analyze pre-assessment • Use data from pre-assessment to continue developing case study narratives for each student • Develop lesson plans to support unit objectives • Include pre-, post-, and formative assessment documents with grading criteria/rubric • Include case study student artifacts from instructional unit to show range of assessments and feedback
Phase 4: Analysis and Reflection *(Recommendation: Completed weeks 14-15)*
• Depict and analyze learning results: Pre/post graphic representations of student scores (whole class and case study students) • Reflect on teaching and learning • Reflect on collaboration experience • If you collected student feedback, reflect on students' responses to your instruction and their learning (optional)

Note: The full ISL Assessment description and general/subject specific rubrics will be available on Blackboard

LESSON PLAN TEMPLATE
Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education

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	*Optional* Teaching Points/ Cues/Time
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	

TOTAL CANDIDATE'S WEEKLY HOURS LOG
Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education

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

_____   _____
Teacher Candidate Signature   Printed Name   Date

_____   _____
Mentor Teacher Signature   Printed Name   Date

_____   _____
University Supervisor Signature   Printed Name   Date

Appendix F

SUMMARY OF CLINICAL EXPERIENCE
Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education

Teacher Candidate:_____

Fall/Spring: _____

Internship School: _____

Grade(s) Taught: _____

Subject(s) Taught: _____

Secondary Education Subject Area Endorsement:_____

Final Grade_____

_____   _____
Mentor Teacher Signature   Date

_____   _____
University Supervisor Signature   Date

Internship Midterm and Final Reflection Form

Mason University College of Education and Human Development
Secondary Education Program
SEED 492/493/494/792/793/794/795: Internship in Secondary Education

Name of candidate _____ Date _____

School: _____ Grade/Content: _____ / _____ Semester/Year_____

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

Developing: Candidate is starting to understand and explore a specific area of instruction.
Proficient: Candidate consistently and independently meets the standard.
Exceeding: Candidate performs beyond expectations at this point of the program. Demonstrates exceptional understanding and application of standard.

InTASC 1 LEARNER DEVELOPMENT
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

Developing		Exceeding
•	•	•
	Proficient	

InTASC 2 LEARNING DIFFERENCES
The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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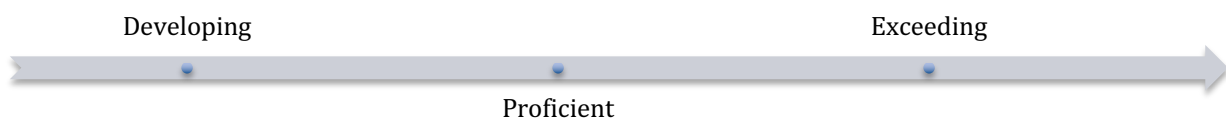
InTASC 3 LEARNING ENVIRONMENTS The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

Developing   Exceeding

Proficient

InTASC 4. CONTENT KNOWLEDGE
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.

Developing   Exceeding

Proficient
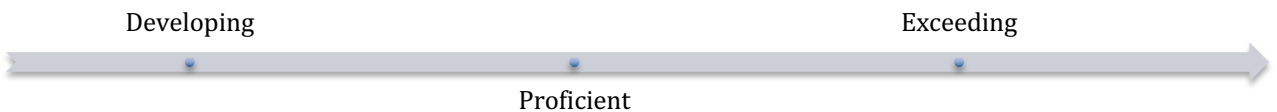
InTASC 5. CONTENT APPLICATION
The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Developing   Exceeding

Proficient
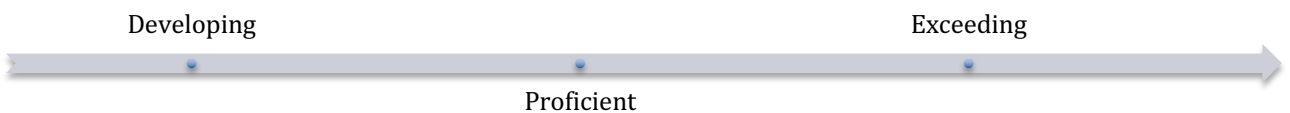
InTASC 6. ASSESSMENT
The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

Developing   Exceeding

Proficient
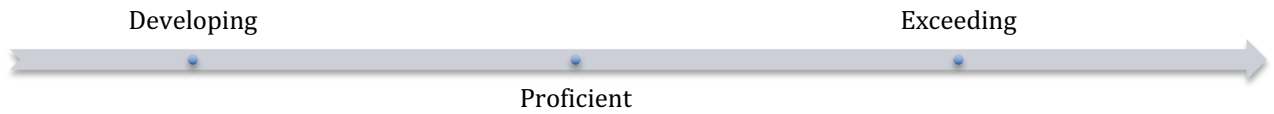
InTASC 7. PLANNING FOR INSTRUCTION
The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Developing   Exceeding

Proficient

InTASC 8. INSTRUCTIONAL STRATEGIES
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

Developing   Exceeding

Proficient

InTASC 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

Developing   Exceeding

Proficient
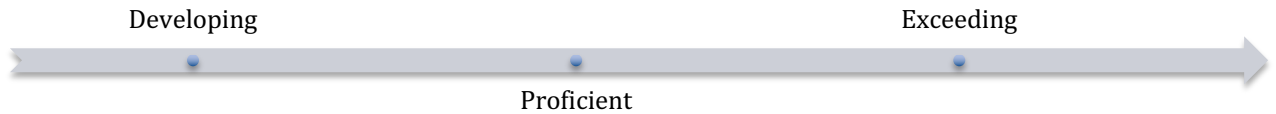
InTASC 10. LEADERSHIP AND COLLABORATION
The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

Developing   Exceeding

Proficient

Additional Comments:

Questions to continue to reflect on:

Check one : _____ mid-term   _____ final

Reflection completed by: _____ Role: _____