

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

SEED 793 (001), “Internship in Secondary Education” (6 Credits)



Key Information

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My Clinical Coach: _____

Phone: _____

Email: _____

Pre-Requisite(s)/Co-Requisite(s)

SEED 422/522, SEED 440/540, EDRD 419/619, SEED 469/569, SEED 479/669; students enrolled in SEED 793 must also enroll in SEED 491/791

Course Description

SEED 793 is a full semester of intensive teaching experience in secondary education. The course is designed to support the intern in planning, implementing, and reflecting on teaching in the secondary setting. The intern, supported by the clinical coach and mentor teacher, will gradually take over responsibilities of teaching in a secondary classroom.

Course Overview

Not applicable

Course Delivery Method

This course is an internship and all meetings will be held in an intern’s area school and classroom. Please note that this course is held in conjunction with the internship seminar (SEED 491/791) and that the Internship Handbook also provides a number of details about internship requirements.

Learner Outcomes

This course is designed to enable teacher candidates to do the following:

- 1) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
- 2) Understand how students learn and develop and provide learning opportunities that support students' intellectual, social, and personal development.
- 3) Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners.
- 4) Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- 5) Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- 6) Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7) Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- 8) Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
- 9) Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally.
- 10) Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Professional Standards

All students in this course should also have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC):

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

In addition, students should have an understanding of and be able to apply the teaching and learning standards as outlined by the National Council of Teachers of Mathematics (Math):

Math

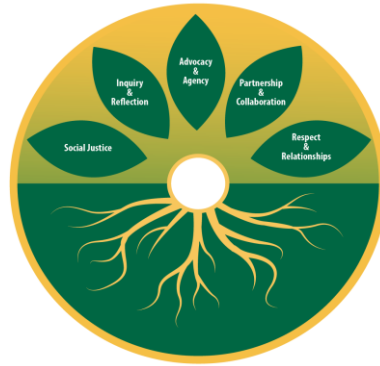
National Council for Teachers of Mathematics (NCTM) Secondary Mathematics Standards

- Standard 2, Mathematical Practices: Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.
- Standard 3, Content Pedagogy: Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.
- Standard 4, Mathematical Learning Environment: Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
- Standard 5, Impact on Student Learning: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural

fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

- Standard 6, Professional Knowledge and Skills: Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.
- Standard 7, Secondary Mathematics Field Experiences and Clinical Practices: Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (“Foundations,” Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
<p>“Foundations of Secondary Education”</p>	<p>“Advocacy and Agency” The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p>Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates’ advocacy of critical issues relevant to secondary education, and candidates’ thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. <i>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Methods I</p>	<p>“Social Justice” The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success.</p>	<p>Lesson Plan Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability integrate justice concepts/content into their instruction. <i>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>

<p>“Human Development and Learning”</p>	<p>“Relationships with and Respect for Youth” The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p>Case Study/Student Application Project The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success. <i>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Methods II</p>	<p>Inquiry and Reflection The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one’s teaching practice is foundational to educators’ ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.</p>	<p>Unit Plan/Lesson Implementation Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate’s clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate’s understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. <i>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Content Literacy</p>	<p>“Collaboration and Partnership” The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning. <i>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Internship and Internship Seminar</p>	<p>All SEED Seeds: Applications to Teaching All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
<p>Teacher Research (for Master’s students only)</p>	<p>All SEED Seeds: Applications to Teaching and Teaching Inquiries All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	

Required Texts

There are no required texts for this course.

Assignments

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this spring on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

General Expectations

Throughout the first six weeks of the Internship, you will co-teach and gradually assume more teaching responsibilities for the mentor teacher's classes. You should take responsibility for all or nearly all of the courses for the six-week period following the co-teaching experience. See Internship Handbook and SEED Internship Blackboard Organization website for a more detailed suggested schedule.

During the first week of internship experience, you should:

- 1) Have a period-by-period schedule written out to submit to your clinical coach. This schedule should indicate teaching periods, subjects being taught, room number, the time each period begins and ends, non-teaching periods, mentor teacher's periods, and conference times scheduled between intern and mentor teacher; a form for a period-by-period schedule is attached to the syllabus. Total hours are to be recorded for each week on the appropriate form included in the handbook appendices.
- 2) Arrange a specific time and place for the clinical coach to visit for a "meet and greet" session.

During the first few days in the internship:

- 1) get acquainted with the classroom and your mentor teacher;
- 2) become accustomed to classroom rules and procedures;
- 3) assist your mentor teacher by helping in daily activities, working with small groups of students, making reports, reading announcements, helping a student who has been absent, arranging bulletin boards, etc.;
- 4) become familiar with a wide variety of instructional materials;
- 5) begin planning the first units of work you will teach and review teacher research project requirements (if relevant);
- 6) learn as much as you can about the students in the classes you will teach;
- 7) set aside a definite time each day for conferring with your mentor teacher about progress and feedback;
- 8) identify and use effective techniques for maintaining a good climate for learning;
- 9) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your mentor teacher, clinical coach, and/or other personnel.

Internship Portfolio

Rationale

The SEED program relies on a portfolio system for the supervision of interns, allowing interns to have greater agency and involvement in selecting evidence and artifacts that reflect their pedagogical development and mastery.

Overview

Interns must address the following objectives, which are modified versions of the InTASC Model "Core Teaching Standards." Interns must demonstrate mastery of all ten standards by the conclusion of their experiences and to be recommended for licensure.

1. The teacher **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.
2. The teacher uses understanding of **individual differences** and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **The learning environment** reflects a good rapport with students, smooth and appropriate pacing and transitions and effective management of the classroom.
4. **Content knowledge** is evidenced in the use of effective content-related strategies that clearly identify how concepts relate to one another and through the use of developmentally appropriate terminology and language.

5. Proficiency with the **application of content** is indicated when the candidate uses collaborative problem-solving as a way to explore content that includes learner-led activities, cross-curricular connections, and creative and critical thinking.
6. The candidate understands and uses multiple methods of **assessment** to engage learners in their own growth, to monitor learner progress and to guide teacher and learner decision-making.
7. The candidate **plans for instruction** that supports every learner in meeting rigorous learning goals by drawing upon knowledge of technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The candidate understands and uses a variety of **instructional strategies** to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing **professional learning** and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate opportunities to take responsibility for student learning, through **collaboration** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

In addition, interns must address all five SEED “Seeds” (listed above), demonstrating deep conceptual understandings of and identifying applications to their teaching of the Seeds (in a manner they determine) during internship.

Portfolio Overview

The portfolio is composed of:

- observation records from the mentor teacher (MT) and the clinical coach (CC),
- four lesson plans submitted prior to the CC observations,
- reflections from the intern, MT, and CC at mid-term and at the end of the internship,
- if you enrolled in SEED 675, our teacher research course, ahead of internship, your teacher research project
- the cumulative log of hours,
- Reflection responses to prompts and observations

All of these assessments will be uploaded to Blackboard by the intern, and reviewed, commented on and submitted by the clinical coach.

Reflections

Depending on whether the student is a traditional or on-the-job intern, prompts are provided at the beginning of the semester for reflection. After observations from the mentor teacher and the clinical coach, interns will write reflections in response to the “Questions to Reflect On” posed by the observer. Reflections should be thoughtful examinations of one’s own practice in the neighborhood of 300 to 500 words.

Additional Required Internship Assignments/Tasks

In addition to the submission of artifacts for each standard, the following assignments/tasks for internship must be completed and submitted to Blackboard:

- Hours Log
- Dispositions Self-Assessment
- InTASC Final Evaluation
- If you enrolled in SEED 675, our teacher research course, ahead of internship, your teacher research project
- Three triad meetings between the intern, the mentor teacher, and the clinical coach.
 1. The first meeting should occur (ideally) prior to the start of school. The clinical coach leads this meeting and reviews the internship requirements, calendar, and procedures for the semester, clarifying the roles of mentor teacher and clinical coach.
 2. A mid-semester meeting occurs to discuss the intern’s progress and areas for growth. The intern, the mentor teacher, and the clinical coach will each complete the Mid-Term Reflection Form and speak from this at the meeting.
 3. A final meeting occurs in the last two weeks of the semester to discuss the intern’s overall performance, again using the final reflection form.
- Interns and clinical coaches will each complete separate Disposition Surveys at mid-term (in VIA).

- Clinical coaches will complete the InTASC rubric (addressing the standards listed above) at the end of the semester (in VIA).

VIA Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For SEED 492/493/494/496/792/793/794/795/796, these assessments include the following items:

- InTASC Evaluation Rubric (final)
- Intern Self-Assessment of Dispositions
- Clinical Coach Assessment of Intern Dispositions

Note: An intern's grade cannot be posted unless all of items have been completed/submitted.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU/CEHD Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

GSE/CEHD Information

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Grading

Grade	Definition
S	Satisfactory—Intern successfully meets internship requirements and can be recommended for teacher licensure
NC	No Credit—Intern will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)
IP	In Progress—Intern’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

Additional Grade Notations

- **Incomplete (IN):** This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. Unless the faculty member has specified an earlier deadline, the student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty members who choose to require an earlier incomplete deadline will be required to file an *Incomplete Grade Contract* with the local academic unit’s office, detailing the work that remains to be done, the general reason for the incomplete, and the student’s grade at the point of receiving the incomplete. Unless an explicit written extension is filed with the Office of the University Registrar by the faculty deadline, the grade of IN is changed by the registrar to an F. The maximum IN extension is to the end of the same semester in which it was originally due.
- **Absent with permission (AB):** A student who has received permission from the academic dean or director to be absent from a final exam for cause beyond reasonable control may receive a temporary grade of AB. A rescheduled exam must be administered within 10 business days of the original exam date, or the AB will automatically become an F. Final determination of academic status is not complete while the AB remains on the transcript.
- **Special Provision (SP):** The grade of SP may be given by a dean to students who are unable to complete the course requirements because of extraordinary long-term circumstances, such as major illness or military deployment. SP has no effect on the GPA and remains on the transcript until the work is completed and a final grade is assigned.

Note: The mentor teacher and clinical coach will jointly determine interim and final grades.

SEED 492/493/494/496792/793/794/795/796 Schedule

- The weekly schedule in the Checklist/Timeline generally follows the Mason semester start date, but interns should make themselves available for meetings and other required teaching preparations at least the week before as area school division start dates vary.
- The internship is a full 16-week semester, January 23rd-May 5th; this calendar can be adjusted based on the school division calendars, with the approval of the Mentor, Clinical Coach, SEED Clinical Coordinator, and SEED Lead Clinical Coach.
- The InTASC Rubric is considered by the Intern, Mentor, and Clinical Coach at the mid-point of the internship (discussed in a mid-semester triad), with a focus on “points of growth.”
- The intern and clinical coach must complete the Intern Self-Assessment of Dispositions and the Clinical Coach Assessment of Intern Dispositions, respectively, by the 7th week of the semester

- At the end of the semester the Intern, Mentor, and Clinical Coach will complete an InTASC Reflection Form focused on the ten InTASC standards; these reflections will be discussed in final triad and uploaded by the Intern to BlackBoard/VIA (at which time a final grade can be submitted)
- The final/end-of semester InTASC Rubric will be completed by the Clinical Coach in Blackboard/VIA.

SEED INTERNSHIP CALENDAR FOR SPRING 2023

Note: Internship beginning and end dates may vary depending on school division calendars; with permission from the Clinical Coach and/or the SEED Lead Clinical Coach, interns may officially start or conclude their internships earlier or later than the dates below. NOTE: School holidays (including teacher workdays, breaks, etc.) vary by school division; teacher candidates should follow their school's or school division's schedule, rather than the Mason schedule, for any such events.)

Orange tasks: Upload to Blackboard course. **Purple tasks:** Completed on Blackboard **Blue tasks:** Completed in VIA on Blackboard

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
Acclimatizing and Observing	WEEK 1 Jan 23-27	<ul style="list-style-type: none"> Read internship handbook Access Blackboard SEED org. Participate in initial triad meeting 	<ul style="list-style-type: none"> Access Blackboard SEED org. Participate in initial triad meeting Introduce intern to curriculum, teams, classroom Complete MT pay forms 	<ul style="list-style-type: none"> Review internship/US handbook Arrange and lead intro. triad meeting
	WEEK 2 Jan 30-Feb 3	<ul style="list-style-type: none"> Submit reflection on learning environment 	<ul style="list-style-type: none"> Introduce intern to students and have intern take on initial tasks 	<ul style="list-style-type: none"> Comment on reflection on learning environment in BB
	WEEK 3 Feb 6-10	<ul style="list-style-type: none"> Submit reflection on planning 	<ul style="list-style-type: none"> Talk with intern about research focus Gradually give intern more responsibility 	<ul style="list-style-type: none"> Comment on reflection on planning
Part-time Providing Instruction	WEEK 4 Fe 13-17	<ul style="list-style-type: none"> Submit lesson plan #1; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> Continue to integrate the intern into the classroom 	<ul style="list-style-type: none"> Conduct observation #1
	WEEK 5 Feb 20-24	<ul style="list-style-type: none"> Upload CC observation #1 with response to questions to reflect on Discuss lesson plan for MT observation with MT 	<ul style="list-style-type: none"> Conduct observation #1 	<ul style="list-style-type: none"> Comment on reflection to first observation
	WEEK 6 Feb 27-Mar 3	<ul style="list-style-type: none"> Upload MT observation #1 with response to questions to reflect on 	<ul style="list-style-type: none"> Turn over more responsibility to the intern 	<ul style="list-style-type: none"> Comment on MTobservation reflection
	WEEK 7 Mar 6-10	<ul style="list-style-type: none"> Submit lesson plan #2; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> Continue to guide intern in planning and begin conversations about assessment 	<ul style="list-style-type: none"> Conduct observation #2

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
Full-Time Providing Instruction	WEEK 8 Mar 13-17	<ul style="list-style-type: none"> • Upload CC observation #2 with response to questions to reflect on • Plan with MT for observation #2 	<ul style="list-style-type: none"> • Turn over more responsibility to the intern • Conduct observation #2 	<ul style="list-style-type: none"> • Respond to reflection on second CC observation
	WEEK 9 Mar 20-24	<ul style="list-style-type: none"> • Upload MT observation #2 • Reflect on progress and participate in mid-term triad meeting • Upload mid-term reflection forms • Complete dispositions survey through VIA link in Blackboard 	<ul style="list-style-type: none"> • Reflect on intern’s progress using mid-term form and attend triad meeting • Complete dispositions survey through link provided by the US 	<ul style="list-style-type: none"> • Reflect on intern’s progress using mid-term reflection form in triad meeting • Comment on MT and intern reflection forms • Complete dispositions survey through VIA link in Blackboard
	WEEK 10 Mar 27-31	<ul style="list-style-type: none"> • Submit lesson plan #3; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> • Continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Conduct observation #3
	WEEK 11 Apr 3-7	<ul style="list-style-type: none"> • Upload reflection on CC observation #3 • Meet with MT to discuss plan for observation #3 	<ul style="list-style-type: none"> • Conduct observation #3 	<ul style="list-style-type: none"> • Respond to reflection on third CC observation
	WEEK 12 Apr 10-14	<ul style="list-style-type: none"> • Upload MT observation #3 with response to reflection questions 	<ul style="list-style-type: none"> • Continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Respond to reflections on MT observation #3
	WEEK 13 Apr 17-21	<ul style="list-style-type: none"> • Submit lesson plan #4; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> • Continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Conduct observation #4
	WEEK 14 Apr 24-28	<ul style="list-style-type: none"> • Upload CC observation #4 with response to reflection questions; • Discuss plans for observation #4 with MT 	<ul style="list-style-type: none"> • Conduct observation #4 	<ul style="list-style-type: none"> • Comment on reflection for CC observation 4
Transitioning Back to MT	WEEK 15 May 1-5	<ul style="list-style-type: none"> • Upload MT observation #4 with response to reflection questions • Complete final reflection form and attend final triad and upload final reflection forms to BB • Upload cumulative hours by May 8 • Complete program evaluation (link sent by CC) by May 8 • 	<ul style="list-style-type: none"> • Work with intern to begin transitioning out • Complete final reflection form and attend final triad • Complete online program evaluation (link sent by CC) by May 8 • 	<ul style="list-style-type: none"> • Comment on reflection for MT observation 4 • Complete final reflection form and attend final triad • Complete InTasc rubric in VIA • Complete online program evaluation by May 8 • Submit Candidate final grade by May 9

Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Mentor Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

*Indicate subject for period and room number

*Indicate when Mentor Teacher, Intern, and Clinical Coach can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday