

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 522, SEED 540, EDRD 619, SEED 572, SEED 672; students enrolled in SEED 793 must also enroll in SEED 678

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 678) 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

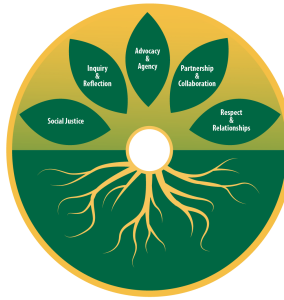
National Council for Teachers of Mathematics (NCTM) Secondary Mathematics Standards

- 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, the course instructor, and individual students) 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 <u>they</u> 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</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 to integrate justice concepts/content into their instruction. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their</i></p>

	<p>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><i>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 <u>they</u> 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 <u>they</u> 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 and 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 <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>

Required Texts

There are no required texts for this course.

Assignments

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode 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.

Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

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,
- documents from SEED 677/678,
- the cumulative log of hours,
- Reflection responses to prompts and observations

All of these assessments will be uploaded to Canvas 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 Canvas:

- Hours Log
- Dispositions Self-Assessment
- InTASC Final Evaluation
- documents from SEED 677/678,
- 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 Canvas (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 (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use “he” and “him” for myself and you may address me as “Dr. Zenkov” or “Zenkov” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.

- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Use of Generative AI

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be shared when the assignment directions are provided to students.

There will be times in the education field when the use of AI tools will be needed for you to perform your job well and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios in the use of AI that you may encounter once you leave the university.

Field Accommodations

Field/clinical work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services (DS) office. Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.

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 15-week semester, August 19th-December 6th, 2024; 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 Canvas/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 Canvas/VIA.

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

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

Week 1: Participate in the initial triad meeting.

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

Week 3: Upload [the observation form](#) and [write a reflection](#) about one idea or challenge or activity discussed in your observation debrief.

Week 4: Use the [lesson plan overview](#) in Canvas (response to six questions) to describe the lesson you will teach for your **second observation by your clinical coach**. Upload this to Canvas *at least two days prior to the observation* and be sure to schedule a brief conversation with your clinical coach prior to the visit.

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

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

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

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

Week 9: Meet with your MT before and after their second observation. [Upload the MT observation form to Canvas](#).

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

Week 11: Meet with your MT before and after their third observation. [Upload the mentor teacher's third observation form](#) and [write a reflection](#) about one idea or challenge or activity discussed in your observation debrief.

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

Week 13: [Upload the clinical coach's observation form](#). Write and upload a reflection focusing on one idea, strategy, activity or challenge discussed in your de-brief. -

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

Week 15: Upload the [mentor teacher's fourth observation form](#).

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

A summary of assignments to be uploaded to Canvas

- ⇒ 4 lesson overviews submitted prior to clinical coach observations (weeks 2, 4, 7, 12)
- ⇒ 8 observation forms (four completed by the clinical coach and 4 completed by the mentor teacher)
- ⇒ Mid-term reflection form and final reflection form (weeks 8 and 16)
- ⇒ Written reflections (thoughtful, 500 words) (weeks 3, 5, 11, 13)
- ⇒ Cumulative hours log (week 16)

Overview of Assignments for SEED Traditional Internships, Fall 2024

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

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

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

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

Week 4: Upload the clinical coach's observation form along with a written reflection on the questions posed on the observation form.

Meet with your mentor teacher to discuss the plans for how and when your **mentor teacher will complete their first observation**. You should have a written lesson plan to discuss with your mentor.

Week 5: Upload the mentor teacher's first observation form and write a reflective response to the "questions to reflect on" that the mentor teacher poses to you for reflection. Upload this reflection to Canvas.

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

Week 7: Upload the clinical coach's second observation form and write a reflective response to the "questions to reflect on" that your mentor poses to you in the reflection.

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

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

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

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

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

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

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

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

Week 15: Upload the mentor teacher's fourth observation form.

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

A summary of assignments to be uploaded to Canvas

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

SEED TRADITIONAL INTERNSHIP CALENDAR FOR FALL 2024

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 Canvas course. Purple tasks: Completed on Canvas Blue tasks: Completed in VIA on Canvas

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
Acclimatizing and Observing	Teacher Work Week	Spend as much of this week as you can at the school, sitting in on planning meetings, working with your MT to get ready for students. Interview your MT.	Include the intern in team, department and faculty meetings as well as professional development. Share your planning for the first few weeks.	Schedule the first triad meeting for next week.
	WEEK 1 August 19 - 23	<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 August 26 - 30	<ul style="list-style-type: none"> • Submit reflection on observations about the start of the year. • Begin to engage with students 	<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
	WEEK 3 Sept. 2 - 6	<ul style="list-style-type: none"> • Submit lesson plan #1; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> • Talk with intern about research focus • Gradually give intern more responsibility 	<ul style="list-style-type: none"> • Conduct observation #1
Part-time Providing Instruction	WEEK 4 Sept. 9 - 13	<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"> • Continue to integrate the intern into the classroom, working with the intern on a lesson plan • Conduct observation #1 	<ul style="list-style-type: none"> • Comment on reflection to first observation
	WEEK 5 Sept. 16 - 20	<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 MT observation reflection
	WEEK 6 Sept. 23 - 27	<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
	WEEK 7 Sept. 30 – Oct. 4	<ul style="list-style-type: none"> • Upload CC observation #2 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"> • Respond to reflection on second CC observation

SEED TRADITIONAL INTERNSHIP CALENDAR FOR FALL 2024

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
Full-Time Providing Instruction	WEEK 8 Oct. 7 - 11	<ul style="list-style-type: none"> Plan with MT for observation #2 Upload MT observation #2 	<ul style="list-style-type: none"> Conduct observation #2 	<ul style="list-style-type: none"> Comment on MT observation #2
	WEEK 9 Oct. 14 - 18	<ul style="list-style-type: none"> Reflect on progress and participate in mid-term triad meeting Upload mid-term reflection forms Complete dispositions survey through VIA link in Canvas 	<ul style="list-style-type: none"> Continue to guide intern, focusing on areas for growth 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 Complete dispositions survey through VIA link in Canvas Conduct observation #3
	WEEK 10 Oct. 21 - 25	<ul style="list-style-type: none"> Submit lesson plan #3; schedule pre-observation meeting with CC Upload reflection on CC observation #3 	<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 Oct. 28 – Nov. 1	<ul style="list-style-type: none"> 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 reflections on CC observation #3
	WEEK 12 Nov. 4 - 8	<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 Nov. 11 - 15	<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 Nov. 18 - 22	<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"> Respond to reflections on CC observation #4
	Gradually transitioning back to classroom teacher	WEEK 15 Nov. 25 – 29	<ul style="list-style-type: none"> Upload MT observation #4 	<ul style="list-style-type: none"> Work with intern to begin transitioning out
WEEK 16 Dec. 2 - 6		<ul style="list-style-type: none"> Complete final reflection form and attend final triad; upload final reflection forms and hours log to Canvas Complete program evaluation (link sent by CC) by Dec. 10 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Complete program survey via the link provided in an email 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Complete InTasc rubric in VIA Complete online program evaluation and submit final grade by Dec. 10

SEED ON-THE-JOB INTERNSHIP CALENDAR FOR FALL 2024

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

Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
Teacher work week Aug. 12 - 16	<ul style="list-style-type: none"> Read internship handbook Access Canvas SEED org. Establish a regular weekly time to meet with your mentor teacher 	<ul style="list-style-type: none"> Meet with intern to discuss goals for the semester Establish a regular weekly time to meet with the intern 	<ul style="list-style-type: none"> Schedule initial triad meeting
WEEK 1 Aug. 19 - 23	<ul style="list-style-type: none"> Participate in initial triad meeting Attend internship orientation August 21, 5 – 6:30 p.m. 	<ul style="list-style-type: none"> Access Canvas SEED org. Participate in initial triad meeting Complete MT pay forms 	<ul style="list-style-type: none"> Review internship/US handbook Lead intro. triad meeting
WEEK 2 Aug. 26 - 30	<ul style="list-style-type: none"> Submit lesson plan #1; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> Meet with intern to talk about current challenges/share ideas 	<ul style="list-style-type: none"> Hold pre-obs. Lesson conversation Conduct observation #1
WEEK 3 Sept. 2 - 6	<ul style="list-style-type: none"> Upload CC observation form #1 Write a reflection about one idea/challenge or activity discussed in de-brief from observation 	<ul style="list-style-type: none"> Meet with intern to talk about current challenges/share ideas 	<ul style="list-style-type: none"> Comment on reflection to CC observation #1
WEEK 4 Sept. 9 - 13	<ul style="list-style-type: none"> Submit lesson plan #2; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> Meet with intern to talk about current challenges/share ideas 	<ul style="list-style-type: none"> Hold pre-obs. Lesson conversation Conduct observation #2
WEEK 5 Sept. 16 – 20	<ul style="list-style-type: none"> Upload CC observation form #2 Write a reflection about one idea/challenge or activity discussed in de-brief from observation 	<ul style="list-style-type: none"> Meet with intern to talk about lesson you will observe next week 	<ul style="list-style-type: none"> Comment on reflection to observation #2
WEEK 6 Sept. 23 - 27	<ul style="list-style-type: none"> Meet with MT after observation to debrief Observe the MT, focusing on some aspect discussed in regard to your observation 	<ul style="list-style-type: none"> Conduct observation #1 of intern and do a de-brief afterwards 	<ul style="list-style-type: none"> Comment on MT observation #1
WEEK 7 Sept. 30 – Oct. 4	<ul style="list-style-type: none"> Submit lesson plan #3; schedule pre-observation meeting with CC Complete dispositions survey through VIA link in Canvas 	<ul style="list-style-type: none"> Complete dispositions survey through link provided by the US Meet with intern to talk about their observation of you 	<ul style="list-style-type: none"> Hold pre-obs. Lesson conversation Conduct observation #3 Complete dispositions survey through VIA link in Canvas

SEED ON-THE-JOB INTERNSHIP CALENDAR FOR FALL 2024

Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	CLINICAL COACH (CC)
WEEK 8 Oct. 7 - 11	<ul style="list-style-type: none"> • Upload CC observation #3 • Reflect on progress and participate in mid-term triad meeting • Upload mid-term reflection forms 	<ul style="list-style-type: none"> • Reflect on intern’s progress using mid-term form and attend triad meeting • Schedule observation #2 for next week 	<ul style="list-style-type: none"> • Reflect on intern’s progress using mid-term reflection form in triad meeting
WEEK 9 Oct. 14 - 18	<ul style="list-style-type: none"> • Meet with MT about observation before and after 	<ul style="list-style-type: none"> • Conduct observation #2 and de-brief afterwards 	<ul style="list-style-type: none"> • Comment on MT and intern reflection forms
WEEK 10 Oct. 21 - 25	<ul style="list-style-type: none"> • Observe the MT, focusing on some aspect discussed in regard to your observation 	<ul style="list-style-type: none"> • Talk with intern about observation of you 	<ul style="list-style-type: none"> • Check in on your intern via email or by phone.
WEEK 11 Oct. 28 – Nov. 1	<ul style="list-style-type: none"> • Write a reflection in which you make connections between what you observed and your own teaching. • Meet with MT before and after observation 	<ul style="list-style-type: none"> • Conduct observation #3 	<ul style="list-style-type: none"> • Comment on reflection about observations.
WEEK 12 Nov. 4 - 8	<ul style="list-style-type: none"> • Submit lesson plan #4; schedule pre-observation meeting with CC 	<ul style="list-style-type: none"> • Meet with intern; continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Conduct observation #4
WEEK 13 NOV. 11 - 15	<ul style="list-style-type: none"> • Upload CC observation #4 • Write a reflection in response to an idea, strategy or challenge discussed in your de-brief. 	<ul style="list-style-type: none"> • Meet with intern; continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Comment on the reflection on CC observation #4.
WEEK 14 Nov. 18 - 22	<ul style="list-style-type: none"> • Meet with MT before and after observation 	<ul style="list-style-type: none"> • Conduct observation #4 and debrief afterwards 	<ul style="list-style-type: none"> • Check in with your intern via phone or email.
WEEK 15 Nov. 25 - 29	<ul style="list-style-type: none"> • Upload MT observation #4 	<ul style="list-style-type: none"> • Meet with intern; continue to guide intern, focusing on areas for growth 	<ul style="list-style-type: none"> • Comment on MT observation #4. • Schedule final triad meeting
WEEK 16 Dec. 2 - 6	<ul style="list-style-type: none"> • Complete final reflection form and attend final triad; upload final reflection forms and hours log to BB • Complete program evaluation (link sent by CC) by Dec. 10 	<ul style="list-style-type: none"> • Complete final reflection form and attend final triad meeting • Complete online program evaluation (link sent by clinical coordinator) by Dec. 10 	<ul style="list-style-type: none"> • Complete final reflection form and attend final triad • Complete InTasc rubric in VIA • Complete online program evaluation by Dec. 10 • Submit Candidate final grade by Dec. 10

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



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.