

STUDENT TEACHING HANDBOOK

Master of Arts in Teaching (MAT) Program in Art Education
School of Art // George Mason University

Fall 2023

Dr. Justin P. Sutters
Associate Professor
Student Teaching Supervisor
Director of Art Education
jsutters@gmu.edu

Dr. Daniel Barney
Associate Professor
Student Teaching Supervisor
Director of Master of Arts in Teaching Program (MAT II)
jsutters@gmu.edu

Semester-long internships:

August 21, 2023 – December 1, 2023

First placement: August 21st – October 14th 2023 (8 weeks)

Second placement: October 16th – Dec. 1st 2023 (7 weeks)

Final Presentation: Wednesday, December 6th at 4:00pm



School of Art

4400 University Drive, MSN 1C3, Fairfax, Virginia 22030
 Phone: 703-993-8898; Web: art.gmu.edu

Introduction

Welcome to the teacher candidate internship. During each 7-week internship placement, you will be working with a mentor teacher and a university supervisor to complete the requirements for teacher licensure. The internship requires you to gradually assume the full-time teaching duties of your mentor teacher. You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school and the standards set by the national association that governs your subject area.

Your internship requires a minimum of 300 combined hours of direct and indirect teaching. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments required by your university supervisor. You will also be required to enroll in the weekly seminar, AVT 695/AVT 696 this course provides additional support to all teacher candidates throughout the internship.

The teacher candidate internship is a major time commitment for you, your mentor teacher, and your university supervisor. The internship should be viewed as a process during which you grow as a teacher and demonstrate your ability to meet the standards required for teacher licensure in your subject area. This handbook provides the information you need to meet the requirements of the course and teacher licensure. You are responsible for reading the handbook, completing the assignments and assessments promptly, and submitting proof of completion of all requirements to your university supervisor by the end of each of your 8-week internships.

Time Requirements

Hours	Combined 300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours of indirect teaching)
Total Weeks	14 weeks (If and when you exceed your required hours during the internship, you must continue with your internship for the full 14 weeks to honor our commitment to our local school division partners, as well as for your professional development)
Direct Teaching Weeks	The weeks of your internship during which time you will assume all aspects of instruction and associated teaching duties.

Schedule of Involvement

How quickly the student-teacher assumes total teaching responsibility depends upon the particular placement, mentor teacher, supervisor, and student teacher's initiative, enthusiasm, ability, and the length of time of the placement. The goal is a reversal of roles during which the

student-teacher becomes the teacher, and the mentor teacher becomes an observer. Please follow the following guidelines as closely as possible.

Initial Phase

Initial Phase Dates for Placement 1: Week 1: Dates TBD with Supervisor/mentor

Initial Phase Dates for Placement 2: Week 1: Dates TBD with Supervisor/mentor

Week 1: During this time the student-teacher has an opportunity to become acquainted with the students, the teacher, and the administration, observing both the pupils and the mentor teacher. The student-teacher notices routines, methods of control, and expectations for individual students. Awareness of individual personalities, abilities, attention spans and signs of atypical behavior can be particularly helpful in the future. In addition to observing, the student-teacher serves as a teacher aide, helping individuals, teaching short lessons that the cooperating teacher has prepared, checking papers, and doing various other duties. This is also a time to become familiar with materials in the room and the school and to learn to operate school A-V equipment. Learning the appropriate procedures to follow in case of a fire drill or other emergency situations is also important during this time. It is especially an opportunity to discuss with the cooperating teacher how they make decisions.

1. Meet the principal and become acquainted with the teaching staff.
2. Tour the school and learn what facilities are available and where they are located.
3. Learn procedures for using materials and supplies.
4. Familiarize yourself with the neighborhood and with the backgrounds of the children.
5. Learn school procedures, safety, and emergency regulations.
6. Become familiar with the school handbook.
7. Learn the students' names.
8. Explore the materials within your teaching area.
9. Learn procedures.
10. Study the socio-emotional climate of the class.
11. Assist with the class routine and related duties.

Week 2: In addition to continuing all of the previously mentioned tasks, the student-teacher should prepare for and teach one or two groups or subjects daily. The student-teacher should also be spending time on the preparation of a unit, learning center, or project. This is a good time to begin hall duty, lunch count, lunch duty, bus duty, attendance, and other instructional responsibilities.

Period of Increasing Responsibility

Period of Increasing Responsibility Dates for Placement 1: TBD

Period of Increasing Responsibility Dates for Placement 2: TBD

Week 3: The prospective teacher should continue to add on or two more subjects or groups to prepare for and teach this week. If this seems to be too much the cooperating teacher should limit more responsibility until the student-teacher is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier. In addition to the regular duties, the student-teacher should begin planning a unit of study to be taught during the next phase.

Other tasks to be completed within this period include:

1. Review the cumulative records.
2. Plan and develop pupil lesson handouts in advance with the mentor teacher.
3. Write thorough lesson plans.
4. Evaluate each lesson after it has been taught.
5. Increase the teaching load each week by adding new subjects or by increasing the number of pupils taught.
6. Attend faculty meetings, parent/teacher conferences, PTA meetings, etc. These meetings are required of all interns and student teachers, and any expectations must be cleared well in advance with the university supervisor and mentor teacher.
7. Read the curriculum guides and determine the goals and objectives for the grade.

Period of Full Responsibility

Period of Full Responsibility Dates for Placement 1: TBD

Period of Full Responsibility Dates for Placement 2: TBD

Weeks 4-6: During this time, the student-teacher should be the teacher, assuming full responsibility for planning and teaching. In addition to actual teaching responsibilities, the prospective teacher should be handling duties such as taking attendance, collecting lunch money, checking equipment, and ordering films. They should also be responsible for the transitional times between lessons and activities to ensure that the day flows smoothly from one period to another.

Other Tasks for this Period Include:

1. Write daily and weekly lesson plans. The weekly plans should be written in a condensed version and be consistent with the school's format.
2. Participate in all activities that are a part of a teacher's responsibilities.
3. Evaluate teaching performance daily. Such evaluation includes reflection on student learning and gathering evidence of a positive impact on student learning.

Period of Decreasing Responsibilities

Period of Decreasing Responsibilities Dates for Placement 1:

Period of Decreasing Responsibilities Dates for Placement 2:

Week 7: The mentor teacher should gradually resume responsibility for the class during the last week. By the last day, the student-teacher should take a passive role. This is a good week to observe in other classes or other schools. By this time the student teacher will be able to evaluate observations and relate them to personal experience. Observations should be scheduled through appropriate channels within the school system.

Important Definitions

Direct Teaching: Direct teaching activities include any time a teacher candidate is directly instructing students or facilitating their learning. This may include whole-class instruction, working one-on-one with a student, or facilitating small group work.

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

On-Site Expectations

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

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

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

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

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

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

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

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

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

These expectations remain in place even if your teaching experience occur in online environments.

Roles and Responsibilities

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

Candidate Roles and Responsibilities

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

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

Mentor Teacher Roles and Responsibilities

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

- Specifies, during the introductory conference, overall goals and specific objectives of the school system and how they relate to the candidate and offers ongoing support to meet these objectives throughout the internship.
- With candidate and university supervisor, develops a plan for the candidate to accomplish internship assignments and assessments using appropriate guidelines and rubrics.

- Assists candidate in meeting the school division, university, and classroom requirements.
- Provides feedback and support to the candidate on an ongoing basis.
- Complete two observation reports (Appendix B).
- Completes the reflection form for the mid-term and final triad meetings (Appendix G).
- Contacts university supervisor when concerns arise so corrections can be implemented.
- Conducts electronic (or in-person) conferences with the university supervisor as needed to review the candidate's progress.
- Includes the candidate in all appropriate teaching duties (e.g., IEP conferences, parent/family conferences, related phone calls, child study meetings, faculty meetings, professional development).
- Participates in seminars between and among candidates, university supervisors, and others involved in the secondary school efforts.
- Follows all documenting policies listed in the "Documentation" section of this handbook.
- Completes electronic evaluation of the internship placement process, candidate, and university supervisor.
- Attends mentor orientations/trainings as available.

University Supervisor Roles and Responsibilities

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

- Maintains contact with the candidates throughout the clinical experience.
- Observes, records, reflects upon and analyzes practices and performance data to improve the quality of the internship.
- Reviews all assignments and assessments the candidate uploads to OneDrive weekly, giving feedback on the assignments.
- Performs four observations of the teacher candidate and provides the candidate with written documentation of the observations (Appendix B).
- Reviews and comments on any video assignments.
- Collects from the candidate all documentation according to the policies listed in the "Documentation" section of the handbook.
- Evaluates the candidate's internship experience and submits a grade to the Clinical Practice Specialist and/or appropriate faculty member (Appendix F).
- Completes electronic evaluation of the internship process, candidate, and university supervisor.
- Leads introductory, midterm, and final triad meetings, completing the reflection form for the latter two meetings.

School Principal and Administrator Roles and Responsibilities

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

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

- Aligns organizational structures and resources to reinforce the stated goals of the school (e.g., ensures the teachers have access to available technology training and application within the classroom).
- Supports university supervisors, mentor teachers, and others to improve instructional outcomes.
- Involves candidates as part of the faculty.
- Ensures the mechanisms are in place to help parents participate in and understand internship goals.
- Works for continuous school improvement and the professional growth of administration, faculty, and candidates.

Common Assessments

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

- **Action Research/Capstone Research Project:** To be completed by the candidate as assigned by the university supervisor; requires feedback from the mentor teacher; will be assessed by the university supervisor. This will result in a final culminating presentation at the end of both student teaching placements.
- **Internship Final Evaluation InTASC Rubric:** to be completed in VIA by the university supervisor based on the mid-term and final reflections of the candidate, mentor teacher, and supervisor.
- **Assessment of Dispositions:** To be completed by mid-point of internship, after discussion among supervisor, mentor, and intern; supervisor and intern use links provided in Blackboard under the “Assessments” tab.

Midterm Reflection Procedure

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

Final Reflection Procedure

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

Final Evaluation Procedure

The scores on the final InTASC evaluation are used to determine the teacher candidate’s eligibility for licensure. The university supervisor will complete the assessment in VIA after the

final triad meeting, taking into consideration the reflections as well as observation reports, all course assignments, and intern reflections.

Activities to Enhance Internship Experience

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

- **Special programs/Specialists/School Personnel**
 - Guidance department
 - Special Education
 - English for Speakers of Other Languages (ESOL)
 - Team teaching arrangements
 - Reading specialist
 - Technology specialist
 - Peer Helping and Peer Mediation
 - Middle School – special programs, including reading specialist, math
 - Administrators
 - Other Electives – journalism, other art classes, music, professional/technical classes

- **Extracurricular activities**
 - Assemblies
 - Sports
 - Pep rallies
 - Interest clubs
 - School dances
 - Cafeteria during lunch

- **Meetings**
 - Service organizations
 - Tutoring/mentoring
 - Team parent conference

- **Other level activities (middle school/high school)**

- Clubs/extracurricular activities

Documentation/Assignments

The appendices of this manual include forms that must be submitted to the Clinical Practice Specialist at George Mason University (forms may be copied as needed). The Clinical Practice Specialist will distribute, as needed any other folders containing forms and/or information for candidates, university supervisors, and mentor teachers if needed. These folders should be used to keep records and to submit documentation to the Clinical Practice Specialist at the end of each semester. A breakdown of which documentation should be submitted is listed below.

Forms for the Mentor Teacher

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

Forms for the Teacher Candidate

Form	How Form Should Be Used
Appendix B Observation and Feedback Forms	Candidates and mentor teachers initiate these forms. Forms should be submitted to the university supervisor following discussion.
Appendix C Lesson Plan Template	During direct teaching, candidates must provide lesson plans for prior review by the mentor teacher and university supervisor. The candidate will not be allowed to teach without approved lesson plans.
Appendix D Total Candidates Weekly Hours Log	This form is completed at the end of the semester to verify the teacher candidate has completed the required hours. Candidate uploads to OneDrive.
Appendix F Internship Midterm and Final Reflection Form	This form is to be completed by the Intern, Mentor, and Supervisor before the final triad, and the Intern must upload these forms to OneDrive/VIA before the Supervisor can submit an internship grade.

The lesson plan format is designed to 1) help the candidate plan discipline-related content in their methods courses; 2) facilitate the candidate's breakdown of all aspects of planning for meaningful learning experiences; 3) enable the candidate and mentor teacher to discuss

particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the candidate, university supervisor, and mentor teacher.

Forms for the University Supervisor

Form	How Form Should Be Used
Appendix A Internship Evaluation Rubric	This assessment is to be completed in VIA at the end of the semester. A physical copy is no longer necessary.
Appendix D Total Candidate's Weekly Hours	The candidate completes this form and uploads it to Blackboard.
Appendix E Summary of Clinical Experience	Determine the final grade for the candidate on this form. This document contains the information needed to process the candidate's request for licensure and is kept as a permanent record. Supervisor submits to Subject Area Lead Faculty.
Appendix F Internship Midterm and Final Reflection Form	This form is to be completed by the Intern, Mentor, and Supervisor before the final triad, and the Intern must upload these forms to OneDrive/VIA before the Supervisor can submit an internship grade.

Grading Policies

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

Grade	Definition
S	Satisfactory: Candidate successfully meets clinical experience requirements and can be recommended for teacher licensure

NC	No Credit: Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the clinical experience with satisfactory performance (This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.)
IP	In Progress: The candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

Special Assistance for Teacher Candidates

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

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

Additional Clinical Experience Guidelines

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

Confidentiality of Records

School division and Mason policies regarding student records will be followed. Candidates should familiarize themselves with the school divisions' policies regarding student records. A

candidate's evaluation may be shared among the mentor teacher, university supervisor, and responsible administrators until the university supervisor submits the candidate's cumulative folder to the Clinical Practice

Specialist. After that, access will be per the Family Educational Rights and Privacy Act (FERPA). No materials will be released for employment purposes other than grades and verification of meeting licensure requirements. During the clinical experience, candidates will receive instructions about employment procedures in local school divisions and the application procedure for licensure in Virginia.

Records Retention

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

Evaluations

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

Appendix A George Mason University Internship Evaluation Rubric

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

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

Standards Assessed

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

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

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

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

GENERAL SCORING GUIDELINES

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

2 = *Proficient*: well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows an

understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level expected for pre-service teachers.** This is the TARGET score.

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

Please provide the following:

Candidate Name:

Mentor Teacher Name:

University Supervisor Name:

Please provide the following information:

__This form was used as an observation tool

__Date: _____ Observer: _____

__This is the Mid-placement or Final Evaluation. The Conference Date for this evaluation was _____

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

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

Construct 1: Learner and Learning

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

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

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

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

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

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

Key Proficiencies: Learner background, classroom culture

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

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

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

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

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

Construct 2: Content

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

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

Key Proficiencies: Content representation; content clarify; instructional strategies for content

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

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

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

Key Proficiencies: Problem-solving; real-work application; cross-curricular connections

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

Construct 3: Instructional Practices

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

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

Key Proficiencies: Varied assessments; data analysis; feedback

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

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

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

Key Proficiencies: Lesson objectives; building on prior knowledge

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

Optional comments or evidence

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

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

Key Proficiencies: Varied instructional strategies and technologies; differentiation

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

Optional comments or evidence

Construct 4: Professional Responsibility

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

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

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

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	<input type="radio"/> The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching ethically and responsibly.	<input type="radio"/> The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching ethically and responsibly.

Optional comments or evidence

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

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

Key Proficiencies: Collaboration; leadership

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

FACULTY USE ONLY	
	<p>The candidate has not been evaluated due to extenuating circumstances that impeded the completion of this assessment.</p>

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

Appendix B

INTERNSHIP OBSERVATION FORM

Mason University College of Education and Human Development

Master of Arts in Teaching (MAT) Program

AVT 695/AVT 696: Internship in Art Education

The university supervisor and the mentor teacher will each complete a minimum of two observations per internship placement. This form should be completed and discussed with the teacher candidate and uploaded to Blackboard under assignments. This observation, along with records of additional observations, will be used to inform the summative evaluation of the teacher.

Name of Candidate:

Date:

School:

Grade/Content:

Standards Addressed:

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

What are students doing?	What is the teacher doing?

How were one or more standards addressed in this lesson?

Questions to reflect on:

Observer Printed Name _____

Appendix C

LESSON PLAN TEMPLATE

Mason University College of Education and Human Development
Master of Arts in Teaching (MAT) Program
AVT 695/AVT 696: Internship in Art Education

Teacher candidates must develop research-supported lesson plans for all lessons they teach. Lesson planning can be guided by four basic questions:

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

You might also want to ask:

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

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

- List content and key concepts (research more if needed).
- Define your aims and identify specific learning outcomes or objectives.
- Create assessments that are aligned to your specific objectives.
- Think about the structure of the lesson, pacing, and transitions.
- Identify adaptations/modifications/extensions needed to meet student needs.
- Determine “best practice” and learning strategies aligned to the learning outcomes.
- Identify learning resources and support materials.

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

MAT ART LESSON PLANNING TEMPLATE

Name: _____ Grade Level/Class: _____

Lesson Title: Big Idea/Theme: Rationale and Context <i>(Provide a brief description of the lesson in relation to art curriculum and big idea):</i>	
Key Concepts: <i>(2-3 statements that unpack the big idea)</i> <ul style="list-style-type: none"> • • • 	
Essential Questions: <i>(2-3 examples that allow for divergent outcomes that are personally meaningful)</i> <ul style="list-style-type: none"> • • • 	
Learning Objectives: <i>(SLO's): (2-3 objectives that can be aligned with related assessments)</i> <ul style="list-style-type: none"> • • • 	
Art Standards: <i>(VA or National. Paste 3-3 and make sure to include related numeric descriptors)</i> <ul style="list-style-type: none"> • • • 	
Materials and Technology (Teacher): <ul style="list-style-type: none"> • 	Materials and Technology (Students): <ul style="list-style-type: none"> •
Integration/Interdisciplinary: <i>(List standards and/or curricular connections that are age-appropriate)</i>	
Artist/Artwork/Artifacts: <i>(Provide clear evidence of research and include contemporary art content)</i>	
Procedures <i>(Provide allocation of minutes for each step. If multiple classes, delineate with Day 1, Day 2, etc.):</i>	
Differentiation, Accommodations, and Modifications: <i>(Provide concrete examples informed by AVT667 and/or classroom demographics if in a field setting)</i>	
Art-Specific Concepts/Terms: <i>(What vocabulary will you be introducing or reinforcing and how is it presented in a way that is age-appropriate?)</i>	
Assessment Strategies <i>(Formative and/or summative):</i>	

***Attach any supporting documents either to this document or digitally to the instructor.*

Appendix D

TOTAL CANDIDATE'S WEEKLY HOURS LOG

Mason University College of Education and Human Development

Master of Arts in Teaching (MAT) Program

AVT 695/AVT 696: Internship in Art Education

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

_____ Teacher Candidate

_____ Signature

Mentor Teacher

University Supervisor

Signature

Signature

Appendix E

SUMMARY OF CLINICAL EXPERIENCE

Mason University College of Education and Human Development
Master of Arts in Teaching (MAT) Program
AVT 695/AVT 696: Internship in Art Education

Teacher Candidate: _____

Fall/Spring: _____

Internship School: _____

Grade(s) Taught: _____

Subject(s) Taught: _____

Final Grade _____ (Pass/Fail)

Mentor Teacher Signature:

Date:

University Supervisor Signature:

Date:

Appendix F

Internship Midterm and Final Reflection Form

Mason University College of Education and Human Development
Master of Arts in Teaching (MAT) Program
AVT 695/AVT 696: Internship in Art Education

Name of Candidate:

Date:

School:

Grade/Content:

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

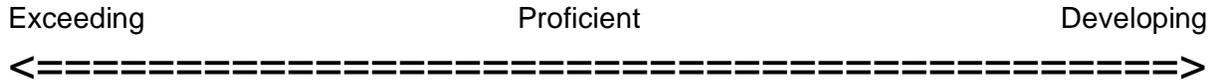
Developing: The candidate is starting to understand and explore a specific area of instruction.

Proficient: The candidate consistently and independently meets the standard.

Exceeding: The candidate performs beyond expectations at this point of the program. Demonstrates exceptional understanding and application of standards.

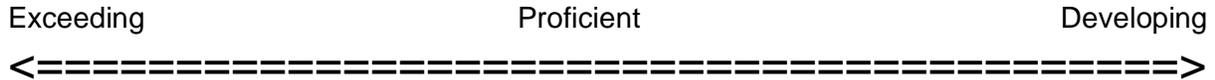
InTASC 1 LEARNER DEVELOPMENT

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



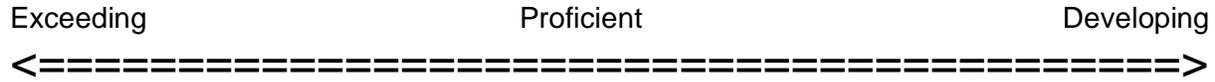
InTASC 2 LEARNING DIFFERENCES

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



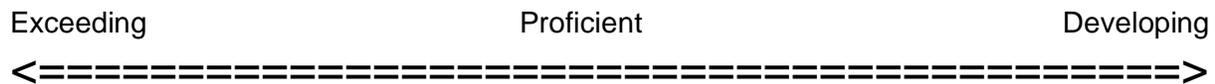
InTASC 7. PLANNING FOR INSTRUCTION

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



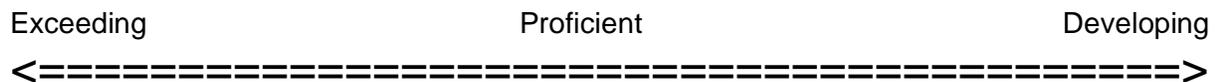
InTASC 8. INSTRUCTIONAL STRATEGIES

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



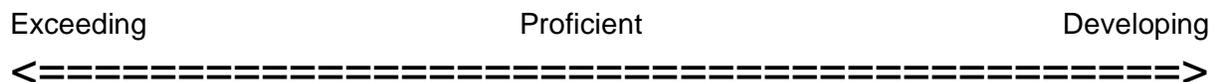
InTASC 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

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



InTASC 10. LEADERSHIP AND COLLABORATION

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



Additional Comments:

Questions to continue to reflect on:

Check one: ___ mid-term _____ final

Reflection completed by: _____

Role: _____

