George Mason University
College of Education and Human Development
Division of Special Education and disAbility Research

Special Education Internship Handbook

EDSE 482

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A comprehensive guide for Teacher Candidates, University Supervisors, and Mentor Teachers

Students with Disabilities who Access the General Curriculum

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Undergraduate Clinical Internship Experience: Students with Disabilities who Access the General Curriculum Program

The College of Education and Human Development (CEHD)'s clinical internship program aligns with our core values: Fostering Collaboration and Building Community, Promoting Justice and Equity, and Advancing Research-Informed Practice. It is our goal to prepare Teacher Candidates to become reflective practitioners and effective professionals who use research-based practices and integrate technology into their teaching practices. The clinical internship is the culminating experience in our state-approved undergraduate teacher licensure programs. It provides opportunities for extended teaching practice under the guidance of experienced professionals from the school and university. It is an integral part of a Teacher Candidate's coursework and provides the most significant opportunity to apply new knowledge, skills and dispositions in a classroom setting.

This handbook is designed to provide you with the information needed to meet requirements of the internship. The handbook addresses the roles and responsibilities of University Supervisors, Mentor Teachers, and Teacher Candidates. It also includes forms, assessments, and supplemental materials. It is the teacher candidate's responsibility to read the handbook and to complete all assignments and assessments in a timely manner. Additionally, this handbook is meant to be used in conjunction with the School of Education Internship Manual for Teacher Licensure Programs, which outlines policies and procedures for all teacher licensure programs in CEHD. Thus, the School of Education Internship Manual for Teacher Licensure Programs should be used together with this handbook, which is designed to provide additional detail about internship requirements specific to the K-12 Special Education-General Curriculum undergraduate internship.

Definition of Terms

Below are some key terms that will be used throughout this handbook and during the internship:

- **Teacher Candidate (TC)**: University students who are eligible to participate in the capstone clinical experience of internship (student teaching).
- **University Supervisor (US)**: University-based personnel who support the Teacher Candidate and work closely with the Mentor Teacher. The US is the course instructor who leads course seminars, conducts observations, provides coaching, and evaluates TC performance.
- **Mentor Teacher (MT)**: School-based special education teacher who supervises and supports the TC during their internship. The MT works closely with the US to provide feedback to the TC and to evaluate the TC's performance during the internship.

Purpose of the Clinical Internship

The clinical internship in special education provides the opportunity for the Teacher Candidate to apply what he/she has learned in coursework and field experiences. It is expected that Candidates will integrate, apply, and refine those competencies that will help them evolve into an independent special educator who can effectively serve students with disabilities in a variety of settings.

Candidates are expected to demonstrate competencies in the following areas: human relations, organization and preparation for instruction, assessment, self-monitoring, communication skills, classroom management, content knowledge, and instruction for

individuals and groups. Details are found in the Internship Rubric, which is closely aligned with the Council for Exceptional Children (CEC) standards and InTASC standards. Be aware that expected competencies vary according to (a) specific area of study, (b) licensure requirements, and (c) individual professional goals. The clinical internship should be viewed as the final opportunity for Teacher Candidates to receive supportive feedback and guidance from program faculty before they begin new positions as fully licensed special educators.

One of the chief objectives of the clinical internship is to help Candidates become their own best critics and to teach a method of self-monitoring and self-reflection which will endure beyond the clinical internship experience. For this reason, evaluation should be looked upon as a helping process so that the Candidate will develop and maintain a reflective attitude as a teacher of children and youth with disabilities. By the same token, internship feedback is vital to the process of ongoing program evaluation and the development of excellence. Candidates should expect to be a critical part of the evaluation process.

Licensure Requirements Related to the Clinical Internship

In order to meet the regulations of the Virginia Department of Education, the Special Education-General Curriculum undergraduate program requires:

1. Two successful university-supervised clinical internship experiences, one at the elementary level and the other at the secondary level in a middle or high school. Both experiences are completed within the 12 credit hours of clinical internship. The number of weeks on site may vary but all requirements of the clinical internship must be completed successfully.
2. The clinical internship experiences must be with students in the area of disability for which Teacher Candidates are seeking endorsement. For example, to achieve licensure to work with *Students with Disabilities Accessing the General Curriculum,* Teacher Candidates must work with students with mild/moderate disabilities who receive special education services through individualized education programs (IEPs), pursuing a standard or advanced studies diploma and participating in the standard assessment program (i.e., access the general curriculum through VA Standards of Learning [SOLs] and participate in SOL assessments).
3. Teacher Candidates must complete a minimum of 300 hours of clinical internship across 12 credits; 150 hours of indirect teaching (e.g., planning, meeting, various administrative duties) and 150 hours of direct teaching.

Clinical Internship Expectations

Attendance

Teacher Candidates are required to follow the Mentor Teacher's daily schedule. *Candidates must be punctual, arrive when the Mentor Teacher arrives, remain on duty during the contractual school day, and leave when the Mentor Teacher leaves.* Throughout the internship, Teacher Candidates follow the school calendar for the school system where they are assigned, not the Mason calendar, except for attending scheduled courses (note: Mason may have days off that the school does not). Teacher Candidates in Traditional clinical internships are not employees of the school division; consequently, they are not entitled to sick leave or personal leave. However, ALL Teacher Candidates are allowed up to three administrative days/absences

with prior approval from their program. If the Teacher Candidate's absences exceed the amount allowed, the Teacher Candidate may be asked to extend their internship to make up the time. 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 Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be submitted to the Mentor Teacher before class begins.

Personal Appearance and Professional Conduct

Teacher Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Teacher Candidates should check with school administrators on school procedures regarding: absence from school/tardiness, leaving school during the school day, dress, confidentiality, child abuse, substance abuse, emergency procedures, and cell phone use. If the Teacher Candidate is unclear about a procedure or policy, it is his/her responsibility to ask the MT or an administrator. Reviewing the Faculty Handbook and being proactive are important aspects of the Teacher Candidate's integration into the school and faculty. Candidates are responsible for exercising "reasonable care" for pupils' welfare and for complying with all federal, state and local policies and regulations. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Candidates should also note that *Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship* (see Assessment B).

Holidays and Vacations

Teacher Candidates must follow the calendar of their assigned school for their clinical internship. The school's calendar may be different from George Mason's calendar during the semester of the clinical internship. The Teacher Candidate always follows the calendar of the assigned school during the clinical internship. This applies to Thanksgiving and *spring break holidays as well.*

Social Media and Communications

As you enter the teaching profession, it is critical that you embrace your role as a professional educator in all of your interactions – personal and professional, in the Mason classroom and in public, and in written and oral communication. It is imperative that you check and respond to professional emails on your Mason account and your internship email account in a timely manner.

Now is the time to take stock of your "internet presence" to make sure that your use of social media aligns with the professional dispositions required of classroom teachers. The Special Education program strongly recommends that Teacher Candidates make all of their social media private.

Potential employers search social media and the web to ascertain information about potential employees. The media is filled with examples of how *seemingly private AND INOCUOUS* items from Teacher Candidates' and teachers' social media accounts have made their way into the public spotlight. The ramifications of these missteps are serious and can include removal from the program, removal from internship, termination of employment, and/or loss of certification. The dispositions section of this handbook further explains our expectations

for Teacher Candidates. You are strongly encouraged to read all of these and consider the risk/reward factors as you engage in social media.

A Teacher Candidate may not communicate via text message or cellphone with a K-12 student under any circumstances. If there is a situation where a Teacher Candidate must email a student directly the Teacher Candidate should discuss the email with the MT first. A Teacher Candidate may only communicate via email with students/families under the supervision of the MT and only from a school/district email account.

As part of an assignment, the Teacher Candidate may be asked to video-record a lesson or series of lessons. Before video recording can be initiated, the Teacher Candidate must adhere to the Video Recording Guidelines; please refer to the Video Recording Guidelines and Documentation section in the School of Education Internship Manual for Teacher Licensure Programs, for details.

General Substitute Teaching Policy

A Traditional Teacher Candidate may occasionally substitute for his/her Mentor Teacher during the internship, provided that they follow the General Substitute Teaching Policy outlined in the School of Education Internship Manual for Teacher Licensure Programs.

Important Considerations

We want all Teacher Candidates to have a positive learning experience during their clinical internship. However, we also realize that there may be some situations or activities that become challenging for the TC. If there is a situation that the TC is struggling with, please consult with your MT or US to decide on options for working through the situation.

The expectations described in this handbook will help set you on the right path for success in your internship. However, **if a Teacher Candidate does not comply with placement expectations, school divisions and school principals 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. Due process is followed by the College of Education and Human Development should this occur.**

It is critical that all teacher candidates become familiar with all internship expectations and policies outlined in the School of Education Internship Manual for Teacher Licensure Programs (see the Placement Expectations section for important considerations), as well as those outlined in the Special Education Internship Handbook. It is each Teacher Candidate's responsibility to be professional and uphold all of the dispositional behaviors that are delineated with the dispositional rubric (Assessment B) found in this handbook. Candidates who do not uphold the professional behaviors and dispositions promoted by the CEHD Office of Teacher Preparation may be removed from the clinical internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. Assessment B includes the expectations for teaching dispositions. In addition, each school site has faculty expectations outlined in a faculty handbook that should be followed.

Due to the general nature of the risks involved in internship activities, all Teacher Candidates are strongly encouraged to seek additional professional liability coverage. One recommendation is for you to look into the Student Educator Professional Liability Plan offered

by the Association of Supervision and Curriculum Development (ASCD) which, for an annual fee, will cover damages arising from professional liability lawsuits.

Confidentiality of Records

School division and Mason policies regarding student records will be followed. A candidate's evaluations may be shared with the MT, US, and responsible administrators until the internship is completed. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards. In addition, all records of students and families that candidates may have access to during internships MUST be kept confidential.

Internship Overview

Internship Placements

Teacher Candidates must adhere to all internship application deadlines and requirements set forth by the Office of Teacher Preparation. Once a Teacher Candidate's application has been fully approved, they will be sent Mason course registration directions and any other requirements from the school division. All placements are arranged by Special Education faculty members and the Clinical Practice Specialist in the Office of Teacher Preparation. Teacher Candidates may not contact schools directly to request an internship, as doing so may result in not being placed in that school and may possibly result in not being placed in that school district. Traditional clinical internships requiring placements through George Mason University are conducted in approved clinics, private and public schools, and institutions educating students with disabilities in the Candidate's area of specialization. Faculty at Mason assign the Mentor Teacher and University Supervisor. To meet VDOE licensure requirements for K-12 Special Education General Curriculum, the Teacher Candidate will be assigned one elementary-level Mentor Teacher for one half of the semester and one secondary-level Mentor Teacher for the other half of the semester.

Duration of the Clinical Internship

Teacher Candidates engage in 14-16 weeks of a successful full-time internship (student teaching) in the endorsement area sought (K-12 Special Education General Curriculum) under the supervision of assigned Mentor Teachers (one at the elementary level, one at the secondary level) and the University Supervisor. Undergraduate teacher candidates will enroll in a 12-credit section of EDSE 482 (course registration directions will be sent to the Teacher Candidate's Mason email account prior to the internship). Teacher Candidates will complete 7-8 weeks in the elementary placement, followed by 7-8 weeks in the secondary placement.

The summative clinical internship (i.e., including both elementary and secondary placements) will include at least 150 direct teaching hours at the level of endorsement (K-12 Special Education-General Curriculum) in a public or accredited nonpublic school and at least 150 indirect teaching hours, for a total minimum of 300 hours. The exact schedule will vary depending upon the contract hours for the Teacher Candidate's Mentor Teacher. However, the Teacher Candidate must be on-site full-time during each week of the internship. *Additionally, Teacher Candidates must engage in independent teaching (described below) for at least two full weeks during each 7-8 week placement*. Teacher Candidates are expected to engage in planning

and preparation and complete required internship assignments outside contract hours, as necessary. The internship requires hard work, flexibility, and an intense commitment. Teacher Candidates should plan outside commitments during the internship semester accordingly.

Log of Hours

Teacher Candidates are responsible for logging all internship hours throughout the internship. The Teacher Candidate must acquire at least 300 hours total, with at least 150 hours in direct teaching and at least 150 hours in indirect teaching. Teacher Candidates are encouraged to record times daily on the Log of Hours (see Form 1 in Handbook). The Log of Hours must be verified by the Mentor Teacher and reviewed by the University Supervisor. Please note the following definitions when logging hours during the internship:

- **Direct Teaching**: Time spent directly interacting with students, whether co-teaching, independently teaching, small group teaching, or one-on-one teaching.
- **Indirect Teaching**: Time spent in activities that support instruction but do not involve interactions with students, including planning, preparation, observing the Mentor Teacher, observing students, evaluating students' work, attending school meetings, meeting with the Mentor Teacher and/or University Supervisor, etc.

Gradual Release Towards Independent Teaching

Across each 7-8 week placement, Mentor Teachers will gradually release teaching responsibility to the Teacher Candidate. While schedules may vary according to the Mentor Teacher's schedule and the Teacher Candidate's readiness, the following outline provides a general overview of how the Teacher Candidate gradually assumes teaching responsibility. Please note that the expectation is for the Teacher Candidate to complete at least two full weeks of assuming complete responsibility for teaching (i.e., independent teaching) in each placement. Additionally, the schedule for gradually assuming responsibility towards independent teaching should be created with and approved by the Mentor Teacher:

- Week 1: Observation and Co-Teaching. During this week, the Teacher Candidate is teaching in a supportive role. The Teacher Candidate should complete teaching activities as assigned by the Mentor Teacher, learn about the classroom environment, and establish rapport and relationships with students.
- Weeks 2-4: Co-Teaching. Co-teaching between the Mentor Teacher and the Teacher Candidate is encouraged throughout the internship. The Mentor Teacher and Teacher Candidate will discuss and plan specific experiences that need to be included during co-teaching. During co-teaching, the Teacher Candidate and Mentor Teacher plan and teach together. During this middle portion of the placement, the Teacher Candidate gradually takes on more teaching responsibilities for the MT's class(es).
- Weeks 4-8: Independent Teaching. As the Teacher Candidate continues to take on more teaching responsibilities, they finally enter into independent teaching, where they take the lead teacher role, and the Mentor Teacher is in a supportive role. While the Teacher Candidate will continue to engage in co-teaching, by the end of the internship, the Teacher Candidate takes the lead in all co-planning and co-teaching. While the overall schedule will vary by Teacher Candidate, each Teacher Candidate is responsible for at least 2 full weeks of independent teaching in each 7-8 week placement.

Internship Assignments

The clinical internship usually includes an introductory visit and a minimum of three evaluative observations from the University Supervisor and two evaluative observations from the Mentor Teacher (per 7-8 week placement). These observations will be arranged by the University Supervisor with the Teacher Candidate and Mentor Teacher. During these formal observations, Teacher Candidates must complete a detailed lesson plan using the lesson plan format provided in the Handbook. The lesson plan must be submitted to the observer at least 48 hours prior to the observation, and the observer may request a pre-observation conference prior to lesson delivery. After the observation, the Teacher Candidate must participate in a post-observation conference. All documentation from the observation will be uploaded to Canvas.

Other internship requirements are outlined in the Handbook (see the Teacher Candidate responsibilities outlined on p. 13-14) and internship syllabus, including weekly reflection activities, video reflections, weekly lesson plans, and seminar attendance. Please note that the requirements outlined in the Handbook are minimum requirements; University Supervisors may add additional requirements (e.g., additional observations, additional reflections) beyond those outlined in the Handbook.

Seminars

Teacher Candidates are required to participate in six, 2-hour internship seminars led by the University Supervisor throughout the internship. See the internship course syllabus for seminar dates and times.

Grades

Teacher Candidates will be evaluated on the course objectives and requirements as listed in this handbook and in the course syllabus. Grades will be determined by the following:

1. Ratings on the following documents by the University Supervisor and Mentor Teacher:
    a. Internship Rubric (Assessment A), and
    b. Dispositions rubric (Assessment B).
2. Satisfactory submission of all internship assignments and requirements, including submission of documentation to Canvas and VIA.
3. Successful attendance and participation in all internship seminars.

Refer to the internship course syllabus for details on course expectations and grading policies.

It is the responsibility of the Teacher Candidate to provide evidence to the University Supervisor and Mentor Teacher for the specific competencies that will be evaluated during the internship. Showing written documentation and/or an observable demonstration of competencies is the responsibility of the Teacher Candidate. The Teacher Candidate should thoroughly review the Internship Rubric (Assessment A) and discuss it with the University Supervisor and Mentor Teacher.

Grades for the internship are:

Grade	Definition
S	Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
NC	No Credit: Teacher Candidate 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: The Teacher Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances. The IP grade can be changed to S or NC upon completion of requirements.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. When TCs may be struggling with aspects of the internship experience, the US in consultation with the MT, will discuss with the TC the aspects of the internship that have been challenging for the TC. A grade of No Credit may be considered. In this situation, the University Supervisor may also consult with the Special Education internship coordinator, Academic Program Coordinator, and/or Office of Teacher Preparation, especially when the Teacher Candidate may receive a No Credit or an In Progress grade. In some cases, a grade of No Credit may be accompanied by a recommendation that the Teacher Candidate will be counseled out of the licensure program, although not necessarily out of the degree program.

Problem Solving Process

When issues or problems arise within the internship, the University Supervisor, Mentor Teacher, and Teacher Candidate (i.e., the Triad) need to have a procedure to follow. The following process is to be followed by all members of the Triad:

1. If the University Supervisor, Mentor Teacher, OR Teacher Candidate has a concern or problem related to the internship, they should begin by meeting with other members of the Triad (including school administration as necessary) to discuss the issue.
    a. If the problem or concern identified is related to impropriety, safety, ethics, or violations of the law, skip to Step 4 below.
2. The Triad should document the meeting and develop a plan of action including how progress will be tracked.
3. The Triad will follow the plan of action and monitor progress. If the problem is resolved, the issue is concluded. If the problem is not resolved, the Triad should continue with Step 4 in the problem solving process.
4. The Triad should contact the program internship coordinator, who may also contact the Academic Program Coordinator. The program internship coordinator will then contact the Division Director, Office of Teacher Preparation, and school administrators and personnel, as needed.
5. A plan of action will be developed and discussed with the Triad. The Triad will begin with Step 3 of the problem-solving process again and will keep the program internship coordinator involved in progress monitoring.
6. If the problem continues without resolution, the situation will be reviewed to determine appropriate outcomes, which may include extension of internship, change of personnel, change of placement, or termination of internship.

Special Assistance for Teacher Candidates

Occasionally, Teacher Candidates need special assistance and arrangements to successfully complete their licensure programs. In such cases, the University Supervisor, the Mentor Teacher, and/or school administration will collaboratively develop an individualized

plan. The CEHD Office of Teacher Preparation and Academic Program Coordinator may also be involved in order to approve the plan and advise accordingly. Some of the ways to provide special support for a Teacher Candidate are:

1. Arranging for observation of another teacher Candidate or a teacher who models the skills that the Candidate lacks and then conferencing about it.
2. Changing a placement within the school (on rare occasions; when appropriate, possible, and early in the semester) to provide a better match of Teacher Candidate and Mentor Teacher.
3. Changing a placement to another school (on rare occasions; when appropriate, possible, and early in the semester) if a suitable alternative placement is not available in the same school.
4. Modifying the schedule for independent teaching to begin more gradually and/or to add days.
5. Providing additional experiences during the period after independent teaching in order to address areas needing improvement.
6. Facilitating conferences with the Candidate's academic advisor and/or course instructors.
7. Suggesting available support services at Mason.

Teacher Candidates

Responsibilities

Teacher Candidates are placed in schools with a Mentor Teacher by the George Mason Special Education program and Office of Teacher Preparation. Over the span of each 7-8 week internship placement, Teacher Candidates are expected to gradually assume all of the responsibilities of the Mentor Teacher, including instruction, collaboration with other professionals and families, and other duties as assigned. Teacher Candidates should plan this gradual assumption of responsibility with their Mentor Teachers at the earliest date possible. The Teacher Candidate is responsible for understanding and completing the required tasks of the clinical internship. *Note that the responsibilities outlined below are repeated for EACH clinical internship placement (i.e., elementary and secondary).*

Requirement	Related Document
1. Check your Mason email regularly and frequently throughout your internship. As soon as you receive information about your assigned internship placement, complete any Human Resources (HR) requirements to access your internship placement. Any delay in this process may result in your inability to complete the internship.	none
2. Attend the two required initial clinical internship orientation meetings. (You will be notified by the Special Education program of the date, time, and location.)	none
3. Login to Canvas course.	none
4. Read the Special Education Clinical Internship Handbook, the School of Education Internship Manual for Teacher Licensure Programs, syllabus (posted on the internship Canvas site), and the Internship Rubrics to understand all aspects of the clinical internship that must be documented.	Handbook School of Education Internship Manual Syllabus *Assessment A* *Assessment B*
5. Complete the CEHD Experiential Learning Agreement (ELA) Packet.	none
6. When placements are confirmed, arrange an introductory conference with the Mentor Teacher. Please note that you may have planning days to attend prior to the start of the internship.	none
7. Meet with Mentor Teacher to plan internship (gradual assumption of individual, small group, and whole group instruction) and ways you will document all aspects of the Internship Rubric.	none
8. Maintain same hours and assist with all duties of the Mentor Teacher.	none
9. Become familiar with school handbook, any online platforms, school facility, staff and administrators, classroom routines and management processes, services provided to students with disabilities in the special and general education setting, student records, and IEPs.	none

Requirement	Related Document
10. Attend all internship seminars.	Any readings or documents will be provided by University Supervisor
11. At the beginning of your internship, ensure all proper documentation is collected for video recording purposes. Discuss logistics of video recording (e.g., what device to use) with MT and US.	Documents provided by University Supervisor
12. Schedule at least **3 formal observations** with **University Supervisor**. Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference.	Lesson plan form agreed upon by Teacher Candidate, Mentor Teacher, and University Supervisor *Form 3*-Observation Summary Report
13. Schedule at least **2 formal observations** with **Mentor Teacher**. Complete a lesson plan for each observed lesson.	*Form 3*-Observation Summary Report
14. Schedule at least one video reflection with University Supervisor and Mentor Teacher. Upload video and completed reflection matrix per University Supervisor's directions.	Video reflection matrix to be provided by University Supervisor
15. Document all direct and indirect teaching hours related to the clinical internship requirements.	*Form 1*-Log of Hours
16. Complete weekly lesson plans and submit to the University Supervisor.	Lesson plan format determined with University Supervisor and Mentor Teacher
17. Participate in initial, midpoint, and final conference with University Supervisor and Mentor Teacher. Please note that a midpoint conference may be called at the discretion of the University Supervisor and/or Mentor Teacher.	University Supervisor will document
18. Complete online evaluation of the clinical internship in Canvas.	None
19. Before final conference, upload signed/final Observation Summary Reports (at least 3 from University Supervisor and 2 from Mentor Teacher) to Canvas (Internship Uploads module).	*Form 3*-Observation Summary Report
20. Following final conference, upload signed/final Internship Rubric to VIA.	*Assessment A*-Internship Rubric
21. Following final conference, upload signed/final Internship Summary and Final Grade document to Canvas (Internship Uploads module).	*Form 2*-Internship Summary and Final Grade
22. Following final conference, upload signed/final Log of Hours to Canvas (Internship Uploads module).	*Form 1-Log of Hours*

University Supervisors

Role of University Supervisor

As a University Supervisor, you play an important role in the preparation of Teacher Candidates for careers in special education. You serve not only as a role model for the Teacher Candidate, but also as an ambassador for George Mason University. University Supervisors and Mentor Teachers collaborate to ensure that the Candidate is fully prepared to take on the responsibilities of a full-time special education teacher in a variety of settings.

University Supervisors who are not full-time faculty members are classified as GMU part-time (adjunct) instructors and are afforded all the benefits thereof. University Supervisors are hired by semester on a contractual basis via contracts generated by the Office of Teacher Preparation. Please refer to the Office of Teacher Preparation website for more information about University Supervisor hiring.

University Supervisors serve as liaisons between the school and George Mason University. They provide support and guidance to the Teacher Candidate and the Mentor Teacher via feedback, reassurance and evaluations. They facilitate communication among all parties (note: University Supervisors are required to use their Mason email accounts when communicating electronically with Teacher Candidates and Mentor Teachers). It is the University Supervisor's responsibility to initiate contact with the Mentor Teacher and ensure the Mentor Teacher has received the Internship Handbook.

Unsatisfactory Progress

It is the responsibility of the University Supervisor, in collaboration with the Mentor Teacher, to determine satisfactory progress of the Teacher Candidate during the clinical internship. If either the Mentor Teacher or the University Supervisor documents that the Teacher Candidate is NOT making satisfactory progress, the University Supervisor or Mentor Teacher need to take action immediately. The University Supervisor should thoroughly document everything observed during the internship. In rare cases, when a candidate is not doing well, documentation is the only support a supervisor has to justify a failing or "No Credit" grade. If a candidate is struggling, the University Supervisor must convey this feedback to the candidate, the Mentor Teacher, and the APC (Jodi Duke) and have documentation that this feedback has occurred. Finally, for the steps in addressing unsatisfactory progress, see the Problem Solving Process on page 10.

Logistics

University Supervisors are paid according to the number of credit hours of each internship supervised and the highest degree held by the University Supervisor. Note that the pay scale is subject to change by semester. For trips over 25 miles roundtrip (not including those to the GMU campus), the University Supervisor may request mileage reimbursement monthly during the semester for accumulated travel. Reimbursement rates may vary. Contact the CEHD Finance office at cehdfin@gmu.edu for questions about the current pay scale or mileage reimbursement. For more information about University Supervisor compensation and mileage reimbursement, please see the Office of Teacher Preparation Canvas webpage linked here.

Credits	Total Direct/Indirect Teaching Hours	Length of internship	Minimum # of formal observations

12	150/150	16 weeks (two 7-8 week placements)	6

Responsibilities

Requirement	Related Document
1. Ensure you have access to the Canvas site for the course, including the syllabus located on the Canvas site.	Course Syllabus (on Canvas site) Canvas tutorials (as necessary; see Supplemental Materials)
2. Attend a virtual initial clinical internship orientation meeting (You will be notified by the Special Education program of this date and time.)	none
3. Review Internship Rubric to understand all aspects of internship that must be documented.	*Assessment A*-Internship Rubric
4. When placements are confirmed, arrange an introductory meeting with the Mentor Teacher and Teacher Candidate. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	None
5. Ensure the Mentor Teacher receives the Internship Handbook. Remind Mentor Teacher to submit pay form as described in the Handbook.	Handbook
6. Verify that Mentor Teacher and Teacher Candidate have planned the clinical internship and ways they will document all aspects of the Internship Rubric.	None
7. Schedule at least **3 formal** observations with Teacher Candidate. Complete an Observation Summary Report (Form 3) for each observation. Conduct a pre- and/or post-observation conference with the Teacher Candidate.	*Form 3*-Observation Summary Report
8. Verify that the Teacher Candidate completes at least **2 formal observations with the Mentor Teacher**, and the Mentor Teacher completes a Summary Observation form (*Form 3*) for each formal observation.	*Form 3*-Observation Summary Report
9. Verify that Teacher Candidate documents all direct and indirect teaching hours related to the clinical internship requirements. ***If the Teacher Candidate will not meet the 150 direct teaching hours and/or 150 indirect teaching hours, please notify Kristen O'Brien ***immediately***.	*Form 1*-Log of Hours
10. Attend/co-lead six seminars throughout the semester.	none
11. Review video-based reflection matrix and provide feedback on Teacher Candidate's reflection.	none

Requirement	Related Document
12. Conduct initial, midpoint, and final conference with Teacher Candidate and Mentor Teacher (*can coincide with observation conferences*).	Document conferences as needed
13. Complete online evaluation of internship in Canvas. Remind Teacher Candidate and Mentor Teacher to complete their online evaluations of internship in Canvas.	none
14. Complete Internship Rubric and Dispositions Rubric with assistance of Mentor Teacher. Sign and provide copy to Teacher Candidate at final conference.	*Assessment A*-Internship Rubric *Assessment B*-Teacher Candidate Dispositions Rating
15. Complete and sign Internship Summary and Final Grade at final conference.	*Form 2*-Internship Summary and Final Grade
16. After the final conference, verify the Teacher Candidate has uploaded all remaining signed/completed Forms (*Form 1*-Log of Hours, *Form 2*-Internship Summary and Final Grade, *Form 3*-Observation Summary Reports [3 from University Supervisor; 2 from Mentor Teacher for traditional internships only]) and Assessments (signed/completed *Assessment A*-Internship Rubric) to Canvas and VIA.	*Form 1*-Log of Hours *Form 2*-Internship Summary and Final Grade *Form 3*-Observation Summary Report *Assessment A*-Internship Rubric
17. Evaluate the Internship Rubric (Assessment A) in VIA within 10 days of internship completion. Ensure that the Teacher Candidate has uploaded the signed/completed Internship Rubric *before* scoring the rubric in VIA.	*Assessment A*-Internship Rubric
18. Evaluate the Dispositions Rubric in VIA within 10 days of internship completion. Note that there is no VIA upload required from the Teacher Candidate for the Dispositions Rubric.	*Assessment B*-Dispositions Rating
19. Within 48 hours of completion of internship, *post grade to PatriotWeb.*	*Supplemental materials*

Mentor Teachers

Role of Mentor Teacher

As a Mentor Teacher for George Mason University's teacher licensure program, your knowledge of content and expertise in classroom management, instruction and assessment will provide a guide and model for your Teacher Candidate. *Mentor Teachers are role models and advocates for the Teacher Candidate.*

This clinical internship is the culminating experience of the Teacher Candidate's program. With the University Supervisor, you will ensure that the Candidate is fully prepared to take on the responsibilities of a full-time special education teacher (or continue them effectively).

Trajectory for Traditional Teacher Candidates

Traditional Teacher Candidates must log at least 75 hours of direct teaching with students with disabilities who access the general curriculum and 75 hours of indirect teaching over a 7-8 week period in *each* of two clinical internships (i.e., 150 direct teaching and 150 indirect teaching hours total). It is important for them to move into the role of instructor quickly. We recommend gradually releasing responsibility to the Teacher Candidate so that they have at least two weeks during the middle/end of the internship to independently lead all instruction. We also recommend using co-teaching between the Mentor Teacher and Teacher Candidate to facilitate this release, where the Teacher Candidate begins in a supportive role in co-teaching and then gradually takes over instructional responsibilities until they are fully and independently leading all (co-)planning and (co-)teaching. Mentor Teachers should orient Traditional Candidates to materials, processes and procedures quickly. See the Gradual Release Towards Independent Teaching section on p. 8 of the Handbook for more information.

Mentor Teacher Honorarium

Mason's Office of Teacher Preparation provides an honorarium to Mentor Teachers as appreciation of their service. Honorariums are granted to Mentor Teachers according to the length of the internship, which typically run 7-8 weeks for a traditional internship, with an honorarium of $125.

Please reference the Office of Teacher Preparation's Mentor Teacher website linked here for directions on submitting an honorarium, which **must be submitted within the first two weeks of the internship placement** to receive the honorarium. The Honorarium section of the Mentor Teacher website includes a link to complete the online honorarium request form. Any questions about the honorarium can be directed to Amanda Davis at adavi3@gmu.edu. Please note that it will take a minimum of 4-6 weeks to process after the internship ends for the Mentor Teacher to receive payment.

Responsibilities

Requirement	Related Document
1. Review Special Education Clinical Internship handbook when received.	Handbook
2. Meet with Teacher Candidate to plan internship and documentation of activities related to Internship Rubric. Support Teacher Candidate in acclimating to the classroom and school environment, including facilitating access to the school's faculty handbook.	none

3. Attend an introductory meeting with the University Supervisor and Teacher Candidate. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	none
4. Sign the Teacher Candidate's Experiential Learning Agreement (ELA), an online form that will be sent to you once the Teacher Candidate has completed their portion. See directions here for signing the ELA.	
5. Complete Mentor Teacher honorarium requirements (as outlined above) **within the first 2 weeks** of the clinical internship.	Honorarium documents outlined in Handbook p. 20
6. Schedule 2 formal observations of Teacher Candidate, with a focus on areas in Internship Rubric not visible by University Supervisor. Complete a Summary Observation form for each formal observation. Conduct a pre- and/or post-observation conference with the Teacher Candidate.	*Form 3*-Observation Summary Report
7. Verify that Teacher Candidate documents all direct and indirect teaching hours related to the clinical internship requirements.	*Form 1*-Log of Hours
8. Meet with Teacher Candidate at regular intervals (**at least weekly**) to discuss progress.	none
9. Conduct initial, midpoint, and final conference with Teacher Candidate and University Supervisor (can coincide with observation conferences). If a mid-point conference is needed, this can be done at the discretion of the University Supervisor and/or Mentor Teacher. The University Supervisor will document these conferences.	none
10. In conjunction with the University Supervisor, complete and sign final Internship Rubric and Dispositions Rating.	*Assessment A*-Internship Rubric *Assessment B*-Dispositions rating
11. In conjunction with the University Supervisor, discuss and finalize the Internship Summary and Final Grade document.	*Form 2*-Internship Summary and Final Grade
12. Complete online evaluation of internship (link to VIA sent via email from no-reply@watermarkinsights.com)	none

Special Education Clinical Internship Forms

Form 1

Instructions for Log of Hours

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during the clinical internship. The state mandates a minimum of 300 hours in such activities, of which 150 hours must be independent or direct teaching. Thus, across both internship placements (i.e., elementary and secondary), the Mason Teacher Candidate must acquire 300 hours, with at least 150 hours in direct teaching:

Direct Teaching: Time spent directly interacting with students, whether co-teaching, independently teaching, small group teaching, or one-on-one teaching. Please note that while hours of Direct Teaching for traditional teacher candidates may initially be more supported by the Mentor Teacher, the expectation is that by the middle/end of the internship, Direct Teaching hours include full responsibility for planning and implementing instruction (for at least two full weeks of independent teaching).

Indirect Teaching: Time spent in activities that support instruction but do not involve interactions with students, including planning, preparation, observing the Mentor Teacher, observing students, evaluating students' work, attending school meetings, meeting with the Mentor Teacher and/or University Supervisor, etc.

Candidates are encouraged to record times daily on the Log of Hours, which will improve accuracy. Candidates should add rows or make copies of the Log of Hours document below as needed for the internship period. A separate Log of Hours should be started for each internship placement. Hours are to be totaled by the Teacher Candidate, and each page of the log verified by the Mentor Teacher and reviewed by the University Supervisor. During the last visit of the clinical internship, the Teacher Candidate submits the summary log of hours (Form 2) to the University Supervisor, which may require estimating for the final days.

Form 1 (cont.)

Log of Hours

Teacher Candidate: _____

Verified by Mentor Teacher_____
(Signature)

Reviewed by University Supervisor_____
(Signature)

Date	Hours of Direct Teaching	Hours of Indirect Teaching	Total Hours

Date	Hours of Direct Teaching	Hours of Indirect Teaching	Total Hours
TOTAL			

Form 2

Internship Summary and Final Grade

Teacher Candidate:_____

Semester and Year: _____

Licensure Program:_____

School Division:_____

	Placement 1	Placement 2
School		
Mentor Teacher		
Grade/Subject(s)		

Totals from Log of Hours (Form 1)

TOTAL HOURS	**Placement 1**	**Placement 2**	**Grand Total**
Direct Teaching:			
Indirect Teaching:			

Final Grade_____

Grading Scale: **S** (Satisfactory), **NC** (No Credit), **IP** (In Progress)

University Supervisor _____

Signature

Form 3

Observation Summary Report

The purpose of this report is to document observations completed by the University Supervisor or Mentor Teacher in areas directly related to the Internship Rubric and CEC standards. Please use this report form to provide a summary of the observation after the signatures and specific statements related to the identified CEC standards on this page. This documentation will provide evidence for outcomes on the Internship Rubric at the end of the internship.

Teacher Candidate:				
Observation Date:				
Observer Name:				
Observer Role (check one):		Mentor Teacher		University Supervisor
Activities Observed:				
Grade/Subject(s):				

Observation Summary

Below the observer writes a summary of what was observed.

Recommendations

Below the observer lists recommendations for the Teacher Candidate, including practices to continue (i.e., strengths of the lesson) and suggestions for improvement.

Standards Noted During Observation

Below the observer indicates which elements of CEC and InTASC standards were noted during the observation. The observer may choose to write additional documentation, if needed.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 1, InTASC Standard 9)

	CEC 1a. Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.
	CEC 1b. Reflects on his/her professional practice.
	CEC 1c. Adheres to school policies and procedures to exhibit ethical behavior.
	CEC 1d. Engages in activities that foster professional growth to improve outcomes for students with disabilities.

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

Comments:

UNDERSTANDING AND ADDRESSING INDIVIDUALS' DEVELOPMENTAL AND LEARNING NEEDS (CEC Standard 2, InTASC Standards 1 & 2)

	CEC 2a. Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual's developmental and learning needs.
	IT 1. 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.
	IT 2. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Comments:

ASSESSMENT (CEC Standard 4, InTASC Standard 6)

	CEC 4a. Regularly monitors student progress and assesses for understanding and mastery.
	CEC 4b. Conducts and interprets formal and informal assessments for data-based decision making.
	CEC 4c. Keeps records of students' progress and uses data from multiple sources to assess student learning.
	IT 6: The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

Comments:

INSTRUCTION (CEC Standard 5, InTASC Standards 4, 5, 7 & 8)

	CEC 5a. Selects and implements a variety of research-supported instructional strategies.
	CEC 5b. Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.
	CEC 5c. Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.
	CEC 5d. Uses responses and errors to guide instructional decisions and provide effective feedback to learners.
	CEC 5e. Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs
	CEC 5f. Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.
	CEC 5g. Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.
	CEC 5h. Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
	CEC 5i. Identifies and teaches essential content from the general curriculum.

	IT 4: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
	IT 5: 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.
	IT 7: 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.
	IT 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.

Comments:

SUPPORTING SOCIAL, EMOTIONAL, AND BEHAVIORAL GROWTH (CEC Standard 6, InTASC Standard 3)

	CEC 6a. Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.
	CEC 6b. Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.
	IT 3. 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.

Comments:

COLLABORATION (CEC Standard 7, InTASC Standard 10)

	CEC 7a. Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.
	IT 10: 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.

Comments:

Candidate's Signature_____ Date _____

Observer's Signature_____ Date _____

Special Education Clinical Internship Assessments

Assessment A

Internship Rubric
for Candidates in Special Education-General Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		Mid-Point _____ Final _____	

Signature Indicating Participation in Review/Conference Process:

_____

Mentor Teacher Date

_____

University Supervisor Date

_____

Candidate Date

Updated 11/2025

Purpose and Instructions

Consistent with the College of Education and Human Development's (CEHD) conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Teacher Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of a series of key elements aligned with the following two sets of standards.

- Council for Exceptional Children (CEC) standards: CEC is the Specialized Professional Association (SPA) for special education, and the K-12 Special Education-General Curriculum licensure program is aligned to these standards. The first part of the Rubric below includes a series of key elements aligned to CEC standards on which the Teacher Candidate is evaluated throughout the internship.
- Interstate Teacher Assessment and Support Consortium (InTASC) standards: All initial licensure programs in CEHD are aligned to the InTASC standards, which are used for college accreditation purposes. Thus, these standards are broader expectations for all teacher candidates, not just those in special education programs. The second part of the rubric below includes a series of key elements aligned to InTASC standards on which the Teacher Candidate is evaluated throughout the internship.

The University Supervisor and Mentor Teacher will complete each element of the Rubric at the end of each internship as the final, summative evaluation of Teacher Candidate performance and will discuss the Rubric with the Candidate during and at the end of each internship. The University Supervisor and Mentor Teacher should collaboratively evaluate every item on the Rubric, whether by observation or by other documentation. The Candidate uploads the final, completed Rubric (including signature page and all rubric pages) to VIA at the end of the internship.

CEC Internship Rubric

Scoring Guidelines for CEC Items

3-Exceeds Expectations: Candidates receive a score of 3 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

2-Meets Expectations: This is the **TARGET** score. Candidates receive a score of 2 if they perform at the expectations of candidates at this point in their programs. There is evidence that candidates have successfully met expectations for the key element.

- Note: If a Teacher Candidate is progressing in this element but is not quite fully meeting the expectations, Candidates receive a score of 2 and evidence should be provided in the rubric to document their progress towards the key element.

1-Does Not Meet Expectations: Candidates receive a score of 1 if they perform below the expectations of candidates at this point in their programs. There is evidence that the candidate does not meet expectations for the key element, which may be due to lack of performance or evidence provided, or evidence that the candidate's performance was inconsistent or insufficient to demonstrate mastery of the key element.

N/A-Not applicable: Candidates may receive a rating of N/A on items where evaluation is not possible given the internship placement/setting.

In the rubric below, the 2-Meets Expectations column includes examples of evidence that might support a rating of 2. Please note that this is not an exhaustive list, and there may be other types of evidence that indicate a rating of 2-Meets Expectations.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines				
CEC 1a. *Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.* *CEC 1.2*	Candidate does not articulate how his/her instruction or actions link to improved outcomes for students with disabilities.	Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities *while addressing the unique needs of those with diverse backgrounds* within the school community. Evidence examples: Communicating with other teachers about student abilities and needs, explanations of IEP accommodations, holding high expectations for student learning, etc.	Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities *while addressing the unique needs of those with diverse backgrounds* within the school community AND outside of the school community.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 1b. *Reflects on his/her professional practice.* *CEC 1.3*	Candidate displays no evidence of the ability or willingness to reflect on professional practice and/or does not articulate how to alter future instruction.	Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and can articulate how to alter future instruction, with prompts from the Mentor Teacher or University Supervisor. Evidence examples: Written reflections on a lesson, verbal reflections with Mentor Teacher, changing instruction following reflection on student needs, etc.	Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and AND can independently articulate how to alter future instruction.	
CEC 1c. *Adheres to school policies and procedures to exhibit ethical behavior.* *CEC 1.1*	Candidate violates school policies and procedures.	Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics. Evidence examples: Mentor teacher reports alignment with school policies, other school personnel indicate appropriate use of policies and procedures, etc.	Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics AND articulates how and why ethical behavior impacts outcomes for students with disabilities.	
CEC 1d. *Engages in activities that foster professional growth to improve outcomes for students with disabilities.* *CEC 1.3*	Candidate does not use ongoing self-reflection to identify professional development needs and/or does not engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.	Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities. Evidence examples: Participates in school training opportunities, seeking online training, reviewing coursework, seeking curricular materials, etc.	Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities. AND Candidate seeks coaching opportunities from Mentor Teacher or other staff, and participates in professional development outside of school-based opportunities.	
CEC Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2a. *Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual's developmental and learning needs.* *CEC 2.1 & 2.2*	Candidate does not use understanding of diverse factors that influence development to address individualized strengths and needs of students with disabilities.	Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities. Evidence examples: Appropriate choice and use of differentiated learning activities and materials in lessons, lesson plans demonstrate addressing individualized IEP goals, etc.	Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities. AND Candidate articulates rationale for instructional choices.	
CEC Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making				
CEC 4a. *Regularly monitors student progress and assesses for understanding and mastery.* *CEC 4.3*	Candidate does not monitor progress and assess for understanding and mastery of students with disabilities towards individualized goals.	Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals. Evidence examples: Data collection and evaluation of student work, observation through documentation of formative assessment, etc.	Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals. AND Candidate clearly communicates their assessment findings to other key stakeholders (e.g., IEP team members).	
CEC 4b. *Conducts and interprets formal and informal assessments for data-based decision making.* *CEC 4.2*	Candidate does not administer formal and informal assessments and/or does not interpret data to evaluate students' progress toward measurable outcomes for data-based decision making.	Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making. Evidence examples: Use of content rubrics, use of progress monitoring systems, progress monitoring checklists of goal progress, unit tests, cumulative assessments, etc.	Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making. AND Candidate articulates the appropriate use and limitations of various types of assessments to other key stakeholders (e.g., IEP team members, general education teachers, Mentor Teacher, University Supervisor).	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4c. *Keeps records of students' progress and uses data from multiple sources to assess student learning.* *CEC 4.1 & 4.3*	Candidate does not maintain records of students' progress and/or does not use data from multiple sources to assess student learning.	Candidate maintains records of students' progress and uses data from multiple sources to assess student learning. Evidence examples: Use of record keeping system, explains use of multiple data sources, etc.	Candidate creates record keeping system and maintains records of students' progress, and uses data from multiple sources to assess student learning.	
CEC Standard 5: Supportive Learning Using Effective Instruction				
CEC 5a. *Selects and implements a variety of research-supported instructional strategies.* *CEC 5.1 & 5.6*	Candidate does not select and implement research-supported instructional strategies of students with disabilities and/or does not use technology when appropriate.	Candidate selects and implements research-supported instructional strategies of students with disabilities, using technology when appropriate. Evidence examples: Documentation of use through lesson plan and/or observation by MT or US, explaining selection of instructional strategies, etc.	Candidate selects and implements a variety of research-supported instructional strategies of students with disabilities across a variety of settings, using technology when appropriate.	
CEC 5b. *Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.* *CEC 5.1 & 5.6*	Candidate does not select, adapt, and use instructional strategies and materials according to characteristics of the individual with disabilities.	Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities. Evidence examples: Explaining how and why instructional strategies and materials were chosen and/or adapted, lesson plan documentation, etc.	Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities across a variety of settings.	
CEC 5c. *Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.* *CEC 5.4*	Candidate does not plan and deliver differentiated instruction to meet the unique needs of students with disabilities through flexible grouping.	Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping. Evidence examples: use of whole group, small group or individualized instruction to meet student needs; use of co-teaching for differentiation and flexible grouping, etc.	Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping across a variety of settings.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5d. *Uses responses and errors to guide instructional decisions and provide effective feedback to learners.* *CEC 5.3*	Candidate does not use responses and errors to guide instructional decisions and provide effective feedback to learners.	Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners. Evidence examples: Provides immediate feedback during MT or US observation, lesson plan adjustments, etc.	Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners. AND Candidate provides opportunities for student self-assessment.	
CEC 5e. *Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs* *CEC 5.3*	Candidate does not use explicit, systematic instruction to teach content, strategies, and skills to meet student needs.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs. Evidence examples: Lesson plan development, MT or US observations of explicit lesson implementation, etc.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs across a variety of settings AND Candidate uses explicit instruction collaboratively with other school professionals.	
CEC 5f. *Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.* *CEC 5.2*	Candidate does not effectively use a variety of strategies to promote student engagement, motivation, and self-regulation of student learning.	Candidate effectively uses a variety of strategies to promote student engagement, motivation, and self-regulation of student learning. Evidence examples: Uses varied and frequent opportunities to respond, uses opening of lesson to engage and motivate students, withdrawing scaffolds and prompts to increase student independence, etc.	Candidate effectively uses a variety of differentiated strategies to promote student engagement, motivation, and self-regulation of student learning across a variety of settings.	
CEC 5g. *Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.* *CEC 5.6*	Candidate does not prepare lesson plans to meet specific learning objectives through an appropriate sequence of activities.	Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities. Evidence examples: lesson plans for formal observations, explaining lesson plan adjustments to meet learning objectives, etc.	Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities, across a variety of settings and/or subject areas.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5h. *Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.* *CEC 5.1*	Candidate does not plan instruction and make responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data. Evidence examples: Explaining data-based instructional decisions to MT or US, adjustments made to lesson plan or instructional delivery based on data collection, etc.	Candidate plans instruction and makes responsive, individualized adjustments to instruction based on continual observations and ongoing assessment data across a variety of settings.	
CEC 5i. *Identifies and teaches essential content from the general curriculum.* *CEC 5.1 & 5.6*	Candidate does not identify and teach essential content from the general curriculum.	Candidate identifies and teaches essential content from the general curriculum. Evidence examples: Uses SOLs in lesson planning, selects materials to align instruction with SOLs and student needs, etc.	Candidate identifies and teaches essential content from the general curriculum across a variety of instructional settings.	
CEC Standard 6: Supporting Social, Emotional, and Behavioral Growth				
CEC 6a. *Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.* *CEC 6.1*	Candidate does not use effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.	Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities. Evidence examples: Uses routines within MT or US observations, planning to use routines and procedures within lesson plans, visual supports of schedules or agendas, etc.	Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities. AND Candidate articulates how routines and procedures meet individual student needs.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6b. *Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.* *CEC 6.2*	Candidate does not use a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.	Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being. Evidence examples: Variety of behavioral techniques are used during observations, lesson plans that include behavioral preventative practices, observed establishing rapport with students, etc.	Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being. AND Candidate articulates how preventive and responsive practices meet individual student needs.	
CEC Standard 7: Collaborating with Team Members				
CEC 7a. *Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.* *CEC 7.1 & 7.2*	Candidate does not engage in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families).	Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families). Evidence examples: Collaboration demonstrated during CLT meetings as observed by MT, co-planning and co-teaching demonstrated with MT, observed giving effective feedback to paraprofessional, evidence of collaboration with families, etc.	Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families), as well as community members or stakeholders outside of the school setting.	

InTASC Internship Evaluation Rubric

Scoring Guidelines for InTASC Items

3- Highly Proficient: Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough

understanding of relevant professional literature/research**. All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers**.

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

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

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 1: Learner Development				
IT 1. *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***	The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.	
InTASC Standard 2: Learner Differences				
IT 2. *The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.* ***Key Proficiencies: Learner background, classroom culture***	The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	The evidence indicates that the Candidate demonstrated familiarity with group and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.	

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 3: Learning Environment				
IT 3. *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***	The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.	
InTASC Standard 4: Content Knowledge				
IT 4: *The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.* ***Key Proficiencies: Content representation; content clarify; instructional strategies for content.***	The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.	
InTASC Standard 5: Application of Content				
IT 5: *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***	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.	
InTASC Standard 6: Assessment				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
IT 6: *The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.* ***Key Proficiencies: Varied assessments; data analysis; feedback***	The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction. Candidate did not consider incorporation of the use of technology in an effective manner for assessment.	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. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.	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. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.	
InTASC Standard 7: Planning for Instruction				
IT 7: *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***	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. Candidate did not consider incorporation of digital tools and resources in an effective manner for instruction.	The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.	
InTASC Standard 8: Instructional Strategies				
IT 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.* ***Key Proficiencies: Varied instructional strategies and technologies; differentiation***	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. Candidate did not consider incorporation of use of technology in an effective manner for instruction.	The evidence indicates that the Candidate used a variety of instructional strategies, including available technologies, as appropriate, to engage and challenge learners in differentiated learning situations.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate technologies, as appropriate, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.	
InTASC Standard 9: Professional Learning and Ethical Practice				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
IT 9: *The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.* ***Key proficiencies: Professional development; self-reflection; ethical manner***	The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection.	The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.	
InTASC Standard 10: Leadership and Collaboration				
IT 10: *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***	The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.	

Assessment B

Teacher Candidate Professional Dispositions

*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

Teacher Candidate Name:	
Assessor(s):	
Date Assessed:	

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with learners, parents, other professionals, and the community at large. The behaviors observed reflect the *dispositions* held by education professionals at all stages in their careers, including as a candidate in CEHD's teacher licensure programs.

Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at Mason, s/he/they should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

Directions for Assessors
For each of the dimensions below, please rate the degree to which you observe the candidate's proficiency with each disposition.

Rating Scale:

- **Not Observed (N/O):** The observer did not have the opportunity to observe the candidate conducting/ demonstrating the disposition. This rating should be used seldomly and a description of why should be provided in the rubric comment box.
- **Rarely Demonstrates:** Evidence of understanding and use of the disposition less than 30% of the time, including no demonstration.
- **Sometimes Demonstrates:** Evidence of understanding and commitment to the disposition less than 90% of the time.

- **Consistently Demonstrates:** Evidence of understanding and commitment to the disposition more than 90% of the time. When this tool is used in the final internship, this is the target score.
- **Not Applicable (N/A):** The candidate did not have the opportunity to conduct/demonstrate. This rating should be used seldomly, and a description of why should be provided in the rubric comment box.

Disposition	Not Observed (N/O) *Comment Required*	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) *Comment Required*
	PROFESSIONALISM				
Attendance *Punctual; arrives early when needed; stays the agreed-upon amount of time* **InTASC Standard 9**		Rarely attends sessions or is present for the full duration of the session.	Sometimes attends and arrives on time.	Attends all sessions, arrives on time, and stays for the entire duration.	
Responsibility and Dependability *Is responsible, dependable; observant of school policies and procedures; conforms to the professional expectations of the school site* **InTASC Standard 9**		Rarely adheres to school policies, procedures and/or expectations of the school site.	Sometimes adheres to school policies, procedures and expectations of the school site.	Adheres to all school policies, procedures and expectations of the school site.	
Preparedness *Is prepared for the day upon arrival which includes presenting complete lesson plans and materials in advance for feedback*		Rarely prepared with lesson plans and/or necessary materials.	Sometimes brings completed lesson plans and necessary materials.	Brings completed lesson plans and necessary materials.	

Disposition	Not Observed (N/O) *Comment Required*	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) *Comment Required*
InTASC Standard 9					
Participation in Non-Classroom Activities *Is responsive to requests from mentor teacher to participate in non-classroom activities as needed* **InTASC Standard 9**		Rarely participate when requested and does not respond to mentor requests.	Sometimes participates when prompted and is responsive to mentor requests.	Participates and is responsive to mentor requests.	
Professional Appearance *Dress, demeanor, language, and teacher presence* **InTASC Standard 9**		Rarely presents a professional appearance.	Sometimes presents a professional appearance.	Presents a professional appearance in dress, demeanor, language, and teacher presence.	
Ethics and High Expectations *Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all* **InTASC Standard 9**		Rarely exhibits professional and ethical behavior, and does not uphold high expectations.	Sometimes upholds standards and holds high expectations.	Exhibits the highest professional and ethical standards, upholding high expectations for all.	
Stamina and Flexibility *Demonstrates stamina, flexibility, and a positive attitude - mindset allows for instructional adjustments,*		Rarely demonstrates stamina, flexibility, and a positive attitude.	Sometimes demonstrates stamina, some flexibility and a positive attitude	Demonstrates stamina, flexibility, and a consistently positive attitude.	

Disposition	Not Observed (N/O) *Comment Required*	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) *Comment Required*
anticipation of challenges **InTASC Standard 5**					
REFLECTIVE PRACTICE					
Disposition	**Not Observed (N/O) *Comment Required***	**Rarely Demonstrates (1)**	**Sometimes Demonstrates (2)**	**Consistently Demonstrates (3)**	**Not Applicable (N/A) *Comment Required***
Welcomes & Applies Feedback *Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning* **InTASC Standard 2**		Rarely seeks or applies feedback for improvement.	Sometimes seeks and applies feedback.	Seeks and appropriately applies feedback for improvement.	
Reflects on Professional Practice *Explains personal vision and professional judgements using research-based theory and practice* **InTASC Standard 9**		Rarely reflects on practice and personal vision for teaching/learning.	Sometimes reflects on practice, but depth and connections to research-based theory are needed.	Reflects deeply, explaining professional judgments using research-based theory and practice.	
Skills & Knowledge for Responsive Teaching *Possesses the basic skills and knowledge to guide students' learning*		Rarely identifies and addresses content gaps.	Sometimes identifies and addresses content gaps.	Identifies and addresses content gaps related to teaching assignments.	

Disposition	Not Observed (N/O) *Comment Required*	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) *Comment Required*
in culturally and linguistically responsive ways; identifies/addresses content gaps related to teaching assignments. **InTASC Standard 5**					
COMMUNICATION					
Disposition	**Not Observed (N/O) *Comment Required***	**Rarely Demonstrates (1)**	**Sometimes Demonstrates (2)**	**Consistently Demonstrates (3)**	**Not Applicable (N/A) *Comment Required***
Proactive Communication *Contacts University Supervisor/Course Instructor at the first sign of any difficulties or concerns* **InTASC Standard 9**		Rarely communicates proactively, leading to unresolved issues.	Sometimes communicates proactively but not consistently.	Communicates proactively to address questions, concerns, or issues.	
Professional Communication *Communicates professionally verbally and electronically with all stakeholders* **InTASC Standard 10**		Rarely communicates professionally, both verbally and electronically.	Sometimes communicates professionally, with occasional lapses.	Communicates professionally, both verbally and electronically, at all times.	
Relationships with Colleagues and Support Staff *Develops and maintains positive, productive*		Rarely develops and maintains positive relationships.	Sometimes develops and maintains relationships.	Develops and maintains positive, productive professional relationships with all	

Disposition	Not Observed (N/O) *Comment Required*	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) *Comment Required*
professional relationships with all professional colleagues and support staff **InTASC Standard 10**				colleagues and support staff.	
Classroom Interactions *Encourages positive classroom interactions - actively engages with students in culturally competent ways* **InTASC Standard 3**		Rarely engages with students in positive culturally competent ways.	Sometimes engages positively with students, but needs improvement in cultural competence.	Actively engages with students in culturally competent ways, promoting positive interactions.	
Communication with Families *Follows school policies regarding communication with families - maintains confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law* **InTASC Standard 10**		Rarely follows school policies regarding communication; lacks confidentiality in communications with families.	Sometimes follows policies regarding communication; usually confidential in communications with families.	Follows school policies regarding communication; maintains confidentiality in communications with families.	

Supplemental Materials

University Supervisors Tech Tips

Accessing Your Canvas Course Site

- Log-in to Canvas: canvas.gmu.edu
- Click on "Courses" and select your section of EDSE 482
- Verify you have access to the syllabus on the "Syllabus" page
- All other preset sections should be set up for you. If you have any questions on your Canvas course site, contact Kristen O'Brien (kmerril2@gmu.edu)
- Please note that internship Canvas sites are shared by multiple University Supervisors. Thus, any announcements or emails sent to your Teacher Candidates should be communicated via your Mason email account (remember to BCC Teacher Candidates if you are emailing more than one at a time). Similarly, please do not add any sections or materials to the Canvas course site.

CEHD VIA Directions:

- University Supervisors and Teacher Candidates access VIA through a link that will be embedded in your Canvas course. No additional username or password information is needed.
- Teacher Candidates will submit their required uploads through the VIA link that is posted on the Canvas site (in the Internship Uploads module > the VIA/SLL Assessment Link). You will also access the submitted documents and score the required documents through the same VIA link in Canvas.
- Kristen O'Brien will set up the VIA link for you.
- Information on how to access and score documents uploaded to VIA can be found at this website: http://cehd.gmu.edu/aero/assessments/
- All VIA related questions can be directed to Tracy at: VIAhelp@gmu.edu

Canvas & VIA Responsibilities

The following table lists the Canvas tasks completed by the Teacher Candidate and University Supervisor.

Document	Canvas Upload Area	Teacher Candidate Actions	University Supervisor Actions
Form 1-*Log of Hours*	Internship Uploads module > Placement 1 or Placement 2 Forms	Upload all completed and signed pages of the *Log of Hours* after the final conference	Verify Teacher Candidate's upload is complete
Form 2-*Internship Summary and Final Grade*	Internship Uploads module > Placement 1 or Placement 2 Forms	Upload the completed and signed *Summary of Placement, Supervisors, Hours, and Final Grade* (Form 2) after the final conference	Verify the Teacher Candidate has uploaded the completed and signed *Summary of Placement, Supervisors, Hours, and Final Grade* document (Form 2)
Form 3-*Observation Summary Report*	Internship Uploads module > Placement 1 or Placement 2 Forms	Upload all completed and signed Summary Observation Reports completed during the semester	Verify Teacher Candidate's uploads are complete

Assessment A: *Internship Rubric*	Internship Uploads module > VIA/SLL Assessment Link	Upload all completed and signed pages of the Internship Rubric after the final conference (note: upload the entire rubric, including the signature page and all rubric pages)	Verify the Teacher Candidate has uploaded all completed and signed pages of the Internship Rubric to VIA. After verifying the rubric upload, score the VIA internship rubric.
Assessment B: *Teacher Candidate Dispositions Rating*	Internship Uploads module > VIA/SLL Assessment Link	No upload required	Completes online VIA rubric for the *Dispositions* ratings

Submitting Final Paperwork

All paperwork documentation will be completed on Canvas. The University Supervisor must verify that all Canvas uploads are complete before submitting final grades (see chart above).

Submitting Final Grades

The University Supervisor will submit Teacher Candidate final grades (pass/fail) using the Patriot Web system:

1. Open Patriot Web: https://patriotweb.gmu.edu/
2. You will be directed to a login page. In the username section, include your GMU username (front part of your GMU email address). Then enter your password (same password as for Canvas or email) and click login.
3. You will be directed to a homepage that should say "Welcome, (your name here)" at the top. Click on Faculty and Advisor Services.
4. At the next page, click on Final Grades.
5. Select a term from the drop down menu. Click Submit.
6. Choose the CRN/course. Click Submit.
7. You will then see a page that has a list of your students and a column to choose the final grade for each for the course. Enter the grades using the drop down menu. At the bottom of the page, when you have finished, hit Submit.
    a. **NOTE: Internship sections are shared by University Supervisors. Thus, you will see Teacher Candidate names in Patriot Web who are assigned to other University Supervisors. ONLY enter grades for the Teacher Candidates assigned to you. Do not select ANY grading designation for Teacher Candidates who are not assigned to you.
8. You will need to complete this entering of grades and hitting "submit" for each CRN that you have for your courses or interns.
9. Once you have completed all of your final grades, log out of PatriotWeb. You are finished!

Resources

- CEHD VIA Website: http://cehd.gmu.edu/aero/assessments/
    - Questions about VIA can be directed to Tracy at: VIAhelp@gmu.edu
- Any other questions can be directed to Kristen O'Brien at kmerril2@gmu.edu

EDSE 482 Lesson Planning Template

Teacher:

Date:

Subject and Grade:

Type of student grouping (e.g., whole group, small group, 1-on-1):

Number of students in group:

Big Idea(s):

1. Lesson Objectives:

What are the objectives for student learning in the lesson?

What SOLs or IEP goals relate to this lesson?

2. Prerequisite Skills:

What prior knowledge and/or experience(s) do students need to bring to this lesson? What information should they transfer/activate from previous lessons/experiences?

3. The Lesson:

Opening:
Describe the activities you have planned for the Opening of the lesson (e.g., how you will gain students' attention, state the goal of the lesson, discuss the relevance of the target skill, and activate prior knowledge).

Body:
Describe the activities you have planned for the Body of the lesson.

Modeling (I do) with examples and non-examples:

Guided/prompted practice (we do):

Independent practice (you do):

Closing:
Describe the activities you have planned for the Closing of the lesson (e.g., a review of what was learned, a preview of the next lesson, any assigned independent work).

4. Accommodations:
Will any students need specific accommodations in this lesson? If so, describe what specific accommodations you will make for these students' needs.

5. Materials:
What instructional materials will you use in the lesson?

What technology (if any) will you use in this lesson?

6. Evaluation:
How and when do you plan to evaluate student learning on the content of this lesson?