

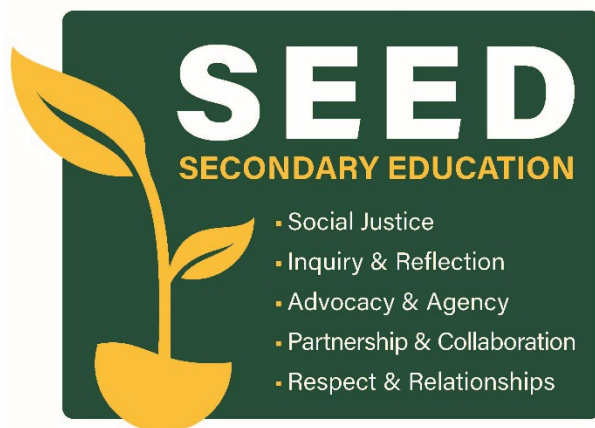


George Mason University
College of Education and Human Development

Secondary Education (SEED) Program

Internship Handbook Graduate

2026-2027
Fall Semester



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<https://education.gmu.edu/secondary-education/>

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Note: The Internship Manual is intended to provide an overview of the requirements, policies, and protocols needed for a successful internship experience. The information is provided as a foundation, but the College of Education and Human Development (CEHD) and the SEED program, maintain the authority to make adjustments as deemed necessary based on individual placement arrangements. Requirements set forth in this handbook may be changed without notice.

Introduction

Welcome to SEED internship!

During your internship you will be working with a mentor teacher and a clinical coach to complete the requirements for teacher licensure.

You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school and the standards set by the national association that governs your subject area.

SEED supports two types of internships: traditional internship and on-the-job (OTJ) internship. Traditional interns work directly with an assigned mentor teacher in the mentor teacher's classroom on a daily basis. The internship requires you to gradually assume the full-time teaching duties of your mentor teacher. OTJ interns work in their own classrooms with the support of an assigned mentor teacher in the same school building who meets with the OTJ intern weekly.

Whether a traditional intern or an OTJ intern, all students are required to complete a minimum of 300 hours of direct and indirect teaching through planning lessons, creating assessments, and grading assignments, as well as attending meetings and collaborating with other professionals.

Your internship responsibilities are completed through the SEED internship course: SEED 792/793/794/795/796. You are expected to complete the common assessments and all assignments required by your clinical coach. You will also be required to enroll in the weekly seminar, SEED 678 that provides additional support to all teacher interns throughout the internship as well as support for your research.

The internship includes:

- ☐ Co- and Independent Teaching experiences in a 6-12 school
- ☐ Participation in all aspects of school life, including teaching responsibilities
- ☐ Increasing levels of responsibility for instruction
- ☐ Supervision by classroom teachers trained as Mentor Teachers
- ☐ Frequent support from clinical coaches
- ☐ Emphasis on critical inquiry, reflective practice, and technology
- ☐ Participation in school division in-service education programs

This handbook provides information you need to meet the requirements of the course and teacher licensure. You are responsible for reading the handbook, completing assignments and assessments in a timely manner, and submitting proof of completion of all requirements to your clinical coach by the end of your internship.

Important Definitions

- ☐ Clinical Coach (CC):
Clinical Coaches are university-based personnel who support the intern and the mentors.
- ☐ Co-Teaching Strategies:
 - Co-teaching strategies includes planning and instructional activities in which the intern and mentor teacher collaboratively instruct students or facilitate their learning. Co-teaching can take many forms:
 - One teach/one observe – one teacher takes the primary instructional responsibility and the other observes specific behaviors of the teacher and/or the students.
 - One teach/one assist – similar to one teach/one observe but as one teacher assumes primary responsibility for the instruction, the other circulates and assists students by monitoring behavior, assessing, adding to discussions.
 - Parallel teaching – both teachers are responsible for instruction to a group of students. The same content and teaching process are being used with both groups.
 - Station teaching – the two teachers split the instructional responsibilities as they instruct groups of learners who rotate through stations.
 - Alternative teaching – both teachers assume instructional responsibilities but work with students at different levels of understanding.

- Team teaching – the two teachers alternate taking the lead role. The active involvement of both teachers is planned ahead of time.
- Direct Teaching:
 - Direct teaching hours are spent providing instruction, engaging with students, or facilitating students' learning. This may include whole class instruction, implementing Co- and Independent Teaching strategies, working one-on-one with a student, or facilitating small group work.
- Independent Teaching:
 - Independent Teaching activities include a time period during which the intern is responsible for planning and teaching in the placement classroom. This includes directly instructing students or facilitating their learning through individual, small group or whole class instruction.
- Indirect Teaching:
 - Indirect teaching hours are spent planning, grading student work, attending meetings, engaging in professional development, discussing your teaching with your mentor teacher and supervisor, and other activities related to instruction.
- Office of Teacher Preparation:
 - The Office of Teacher Preparation is known as OTP. OTP works across all qualified programs to support students through the discovery, admissions, advising, internship, and licensure. A broad range of services are offered, including but not limited to: pre-education advising, partnership development, placement of students for clinical practice experiences, licensure of education preparation students, hiring of clinical supervisors, processing of honorarium payments, and managing electronic data systems related to clinical experience and licensure.
- On-the-Job (OTJ):
 - OTJ internships are for those interns who have been hired as the lead teacher, in their endorsement area, with a full-time contract.
- School Based Activities:
 - School-based activities include time spent engaged in activities outside of the school day but related to school (e.g.-Back to School Night, Science Night).
- Site Facilitator (SF):
 - Site Facilitators are individuals located at a particular school who are the liaison between the site and GMU and are involved in securing placements.

Time Requirements

Internship is a major time commitment for you, your mentor teacher, and your clinical coach. The internship should be viewed as a process during which you grow as a teacher and demonstrate your ability to meet the standards required for teacher licensure in your subject area. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments. For most students, it is hard work, exciting and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, facilitators' philosophies, and students' needs will reduce anxiety and increase growth.

As one of the final clinical components of your teacher preparation program, the internship is a full-time, full semester experience. The internship provides you with a carefully mentored experience to help you gain knowledge, skills, and dispositions helpful in becoming a great teacher.

Hours	300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours indirect teaching)
Total Weeks	14-16 weeks Note: If and when you exceed your required hours during the internship, you must still continue with your internship for the full 16 weeks to honor our commitment to our local school division partners, as well as for your own professional development.)
Independent Teaching Weeks	The weeks of your internship during which time you will assume all aspects of instruction and associated teaching duties.

On-Site Expectations

Registering for Internship

You must be registered for your internship course and complete onboarding with the school district. You CANNOT enter the school building until you are registered for your internship course.

Social Media and Communications:

Interns represent George Mason University, CEHD, and the SEED program while in the professional setting of the school and classroom they are interning. Interns

- ☐ Are expected to check and respond to professional emails on their GMU and their internship email accounts daily.
- ☐ Should evaluate their "internet presence"--both personal accounts and those created to support program completion, to ensure that use of social media aligns with the professional dispositions required of classroom teachers. **CEHD strongly recommends that interns make all social media private.
- ☐ **May not communicate via text message, cellphone, or through social media with a student under any circumstances.**
- ☐ May only communicate via email with students and families under the supervision of the mentor teacher and ONLY from an email account provided by the school and/or school district.

Attendance:

- ☐ Interns are required to follow the mentor teacher's daily schedule.
- ☐ Interns must be punctual and remain on duty during the contractual school day.
- ☐ Be responsive to requests from your mentor to participate in non-classroom activities as needed.
- ☐ If the intern is absent on a day when the intern is scheduled to teach, lesson plans and materials must be provided to the mentor teacher before class begins.
- ☐ Traditional interns are not employees of the school division; consequently, they are not entitled to sick leave or personal leave.
- ☐ Interns are allowed up to three administrative days (absences) **with prior approval** from SEED, their mentor, and clinical coach. If absences exceed the amount allowed, the intern may be asked to extend their internship to make up the time.
- ☐ When an absence is unavoidable, the intern must notify the school office personnel, mentor teacher, and clinical coach as far in advance as possible.

Academic Calendar:

Interns must follow the academic calendar of their assigned school and not George Mason University's academic calendar.

Substitute Teaching:

Some school divisions allow interns to substitute and others may not.

CEHD OTP office strongly recommends that all CEHD students in licensure programs consider applying to work as substitute teachers prior to internship.

CEHD has adopted the following policy for interns during internship. An intern may occasionally substitute for the mentor teacher during the internship, provided that several guidelines are strictly followed. These guidelines are:

- ☐ interns must be hired and trained as a substitute in the school division prior to internship.
- ☐ interns may only substitute in the classroom of their mentor teacher with the building administrator's advance

knowledge and permission.

- ☐ interns may only substitute for their mentor teacher past the internship mid-point.
- ☐ interns may not count hours spent substitute teaching towards their direct and/or indirect hours requirements for licensure.
- ☐ interns may not leave their internship prior to its end date to serve as a long-term substitute teacher; completing the internship with fidelity and in a timely manner must always take precedence over substitute teaching.

Personal Appearance and Professional Conduct:

Interns must dress professionally and exhibit professional behavior in their assigned school. Interns must read their assigned school's faculty handbook and conform to the professional expectations of that school.

CEHD Dispositions:

You are expected to demonstrate behaviors that reflect positive dispositions, which are the thoughts, habits, and associated actions that underlie professional responsibility throughout your program of study in SEED.

Ongoing reflection and assessment of dispositions are part of the student's educational process as an opportunity for growth, further development, and proficiency. Students are expected to demonstrate appropriate behaviors that will reflect positively on George Mason, CEHD, their program, and themselves as explained in the CEHD Commitments (fostering collaboration and building community, promoting justice and equity, and advancing research-informed practice).

Dispositions will be evaluated in alignment with appropriate university policies and codes of conduct, and respective accreditation and professional organizational bodies. Based on observable actions and behaviors, additional evaluations may be implemented at the discretion of the program.

The evaluation of dispositions is part of the educational process and serves as an opportunity for growth, facilitate improvement, and demonstrated proficiency. When a student's professional behavior does not meet expectations (whether identified through a formal or informal classroom or program assessment, observed classroom or community behavior, or communications), the following processes will be initiated through the **Dispositions Review Process Overview (Policies and Procedures | CEHD)**

NOTE:

Traditional internship: If an intern does not comply with the placement expectations, school divisions, and school principals have the right to request the intern'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 intern.

OTJ Internship: School district's policies supersede the guidelines of George Mason University, CEHD, and SEED. An intern must comply with their school/district's employment policies

If an intern is removed from internship a not satisfactory grade or an IP grade for SEED 792/793/794/795/796 will be submitted.

Roles, Responsibilities, and Expectations

The internship is regarded as the most important component of the SEED program. The effectiveness of any internship depends upon the degree to which each member fulfills his or her responsibilities and establishes good working relationships. Frequent and open communication is essential. It is particularly important that the clinical coach and mentor teacher work as a team to provide support and guidance to the intern. The internship should be a time of significant personal and professional growth.

Intern's Roles, Responsibilities, and Expectations:

Interns are expected to participate fully in the following aspects of the classroom teaching experience:

- ☐ Arrange an introductory conference with the mentor teacher as early as possible.
- ☐ Attend two required initial orientation sessions with the SEED Program.
- ☐ Remain professional, responsible, and courteous at all times.
- ☐ Maintain the same hours as the mentor teacher except for attendance at group meetings that are scheduled by the clinical coach.
- ☐ Assist with all mentor teacher duties (e.g., bus and lunch duties) which are a regular part of the school day.
- ☐ Engage in Co- and Independent Teaching practices.

- ☐ Gradually assume greater responsibilities for instruction in the classroom. The timeline for taking over all teaching responsibilities is to be developed with the intern, mentor teacher, and clinical coach.
- ☐ Complete all assignments and common assessments as outlined in this handbook, course syllabi, and assigned by the clinical coach with diligence. *
- ☐ Attend and participate in content and grade level team meetings, department meetings, and school wide meetings.
- ☐ Actively participate in all triad meetings and complete the midterm and final reflection forms prior to the triad meetings.
- ☐ Upload all assignments to Canvas in the appropriate assignment including but not limited to the midterm and final reflection form, all observation forms, lesson planning forms, and reflections.
- ☐ Accept responsibility for completing all assigned work and reports in a timely manner.
- ☐ Complete evaluation of the internship process, mentor teacher, and clinical coach.
- ☐ Communicate effectively, timely and appropriately with your mentor, clinical coach, colleagues and parents.
- ☐ Check their GMU email account daily.
- ☐ Immediately inform, in writing, mentor teacher, clinical coach, SEED academic program coordinator, and OTP internship coordinator if the internship cannot be completed.

*Complete descriptions of these assignments appear later in this handbook and/or are provided on the SEED 792/793/794/795/796 Canvas site.

Mentor Teacher Roles, Responsibilities, and Expectations:

The mentor teacher is expected to share supervisory responsibilities for the internship with the clinical coach. Mentors serve several critical roles:

Prior to the internship

The mentor

- ☐ Orients the intern to the community, school, and classroom.
- ☐ Collaborate with the intern to set goals prior for the internship.
- ☐ Exchanges contact information.
- ☐ Establishes expectations for daily start and end times.
- ☐ Accesses mentor training and resources as available and when possible.

At the beginning of the internship

The mentor

- ☐ Participates in a scheduled initial triad meeting with the intern, clinical coach and the mentor at the placement site during the first week of internship.
 - This triad meeting will be an opportunity to clarify the expectations during the internship. The clinical coach will make all the internship guidelines clear at this meeting.
 - Overall goals and specific objectives of the school system and how they relate to the intern and offers ongoing support to meet these objectives throughout the internship.
 - The mentor should exchange contact information with the clinical coach at this initial meeting. The mentor should stay in contact with the clinical coach throughout the internship experience, as they will be working collaboratively to evaluate the candidate.

During the internship

The mentor

- ☐ Provides the intern with a workspace.
- ☐ Introduces the intern to students, families, team members, and school colleagues.
- ☐ Helps the intern navigate supplies and resources, such as IT.
- ☐ Assists interns in meeting the school division, clinical, and classroom requirements.
- ☐ Provides feedback and support to the intern on an ongoing daily basis. For OTJ, mentors provide support and daily/weekly check-ins, as needed, based on the needs of the intern.
- ☐ Performs four observations of the teacher intern and provides the intern with written documentation of the observations.*
- ☐ Maintain communication with the clinical coach to monitor intern progress to independence and alert the program when concerns arise (e.g. pacing guide is not being met, interns are not displaying professional behavior), to allow time for corrections and support to be implemented.
- ☐ Provides daily support, expertise, and guidance to interns by providing daily feedback, answering questions, and offer constructive advice.

- ☐ Is encouraged to inform candidates of school system job fairs and or/hiring information sessions, Introduce the intern to students, families, team members, and school colleagues.
- ☐ Supports the intern experience in all aspects of the teaching profession, including attendance to professional learning community (PLC), grade level/team (CLT), staff, IEP meetings, and other school meetings, as well as other school events when possible.
- ☐ Advocates for the school principal or other administrator to visit the classroom and observe the intern at least once during the internship experience.
- ☐ Begins to build a positive relationship by
 - Providing an overview of the district and school policies, professional expectations, and curriculum.
 - Providing and discussing curriculum and instructional materials, classroom environment expectations, internship and school handbooks, professionalism and communication expectations.
 - Providing opportunities for the intern to experiment/explore with instructional strategies
 - Sets expectations for planning, reflection, and feedback.
 - Develops a plan/pacing guide for the intern to accomplish assignments and assessments using appropriate guidelines and rubrics.
 - Plans for gradual release of responsibilities to the intern across the internship
 - Engages in co-teaching strategies.
 - Use specific, action-oriented recommendations chunked in manageable/digestible amounts.
 - Offer positive reinforcement alongside opportunities for improvement.
 - Provide a teaching/learning atmosphere that supports reflective dialogue, offers guidance and constructive feedback, and encourages communication in regular intervals.
 - Provide daily informal feedback on planning, instruction, and management in addition to required formal observation and feedback protocols.
- ☐ Provide opportunities for interns to experience 'independence' during the placement including:
 - Stepping back for experimentation but not abandoning.
 - Stepping out of the classroom but still in proximity for the intern to reach out for support.
- ☐ Completes the mid-term form.*
- ☐ Prepares for and participates in the mid-term triad meetings.
- ☐ Supports intern in implementing their action research project.

At the end of the internship

The mentor

- ☐ Participate in the final triad meeting with the intern and clinical coach
- ☐ Follows all documenting policies listed in the "Documentation" section of this handbook.
- ☐ Supports the intern as they transition out of their teaching responsibilities and into the job market.
- ☐ Completes electronic evaluation of internship placement process.
- ☐ Completes electronic evaluation of internship process, intern, and clinical coach.
- ☐ Completes the final reflection form.*
- ☐ Participates in the final triad meetings.

*Complete descriptions of these assignments, along with all form templates, appear later in this handbook

Clinical Coach Roles, Responsibilities, and Expectations:

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

- ☐ Maintains contact with the interns throughout the clinical experience.
- ☐ Observes, records, reflects upon, and analyzes practices and performance data to improve the quality of the internship.
- ☐ Reviews all assignments and assessments the intern submits to Canvas on a weekly basis, giving feedback on the assignments.
- ☐ Performs four observations of the teacher intern and provides the intern with written documentation of the observations. *
- ☐ Evaluates the intern's internship experience and submits a grade to the appropriate SEED faculty member.
- ☐ Completes the mid-term and final reflection form*
- ☐ Completes electronic evaluation of internship process, intern, and mentor.
- ☐ Leads introductory, midterm, and final triad meetings.
- ☐ Addresses any challenges intern experiences during internship

- ❑ Informs SEED academic program coordinator and internship coordinator, as well as appropriate faculty mentors, if an intern is facing challenges in their placement
- ❑ Works with interns to find solutions to internship challenges.

*Complete descriptions of these assignments, along with all form templates, appear later in this handbook

School Principal and Administrator Roles, Responsibilities, and Expectations:

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

- ❑ Oversee the process for identification of quality placement interns.
- ❑ Includes interns in scheduled meetings, orientation training, and staff development activities.
- ❑ Serves as intellectual resources for secondary school teachers, clinical coach, and interns.
- ❑ Aligns organizational structures and resources to reinforce stated goals of the school (e.g., ensures the teachers have access to available technology training and application within the classroom).
- ❑ Supports clinical coaches, mentor teachers, and others to improve instructional outcomes.
- ❑ Involves interns as part of the faculty.
- ❑ Ensures the mechanisms are in place to help parents participate in and understand internship goals.
- ❑ Works for continuous professional growth of interns.

Common Assessments

This section contains the information for the common assessments each intern will complete over the course of the internship. The intern is responsible for meeting all requirements for each of these assessments. In order to ensure all requirements are met, the intern should read the description of each assessment, review the associated rubrics, and obtain support and clarification from the clinical coach as needed.

Internship Final Evaluation InTASC Rubric:

To be completed in VIA by the clinical coach based on the mid-term and final reflections of the intern, mentor teacher, and clinical coach.

Assessment of Dispositions:

To be completed immediately after the mid-term triad meeting of internship. The clinical coach and intern use VIA link provided in Canvas under the “Assignments” tab. Both the intern and the coach (separately) complete this assessment.

Written/Oral Reflections:

To be completed by the intern and uploaded to Canvas according to the assignments. Descriptions of specific weekly assignments can be found in the appendix.

Midterm Reflection Procedure:

The midterm reflection is used to document the intern’s progress and to highlight areas for improvement. The intern, the mentor teacher, and the clinical coach each complete the reflection form prior to the midterm triad meeting. During the midterm triad meeting, the completed reflection forms are used to discuss the successes and challenges the intern has experienced to date. The reflections serve as the basis for discussion and the formulation of future goals. It is the intern’s responsibility to upload all three reflection forms to Canvas in the appropriate assignment.

Final Reflection Procedure:

The midterm process will be repeated at the end of the semester using the **same** reflection form to assess progress and consider the intern’s progress. The intern, the mentor teacher, and the clinical coach each complete the reflection form prior to the final triad meeting. During the final triad meeting, the completed reflection forms are used to discuss the successes and challenges the intern has experienced to date. The reflections serve as the basis for discussion and the formulation of future goals past internship. It is the intern’s responsibility to upload all three reflection forms to Canvas in the appropriate assignment.

Final Evaluation Procedure:

The scores on the final InTASC evaluation are used to determine the intern’s eligibility for licensure. The clinical coach will complete the assessment in VIA after the final triad meeting, taking into consideration the reflections as well as observation reports, all course assignments, and intern reflections.

Activities to Enhance Internship Experience

It is important for the intern to be aware of programs and activities that exist outside the classroom that support and enhance student learning. The list below offers some suggestions for activities to include in your internship that can be included as

examples and evidence of your internship experience. Consult with your mentor teacher, clinical coach, and school administration for specific opportunities that might be most appropriate.

☐ Special programs/Specialists/School Personnel ☐ Guidance department ☐ Special Education ☐ English for Speakers of Other Languages (ESOL) ☐ Team teaching arrangements ☐ Reading specialist ☐ Technology specialist ☐ Peer Helping and Peer Mediation ☐ Middle School – special programs, including reading specialist, math ☐ Administrators ☐ Electives – journalism, art, music, professional/technical classes	☐ Extracurricular activities ☐ Assemblies ☐ Sports ☐ Pep rallies ☐ Interest clubs ☐ School dances ☐ Cafeteria during lunch ☐ Meetings ☐ Service organizations ☐ Tutoring/mentoring ☐ Team parent conference ☐ Other level activities (middle school/high school) ☐ Clubs/extracurricular activities
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Grading Policies

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

Grading scales are in the syllabi for SEED 792/793/794/795/796.

Special Assistance for Teacher Interns

Occasionally interns need special assistance and arrangements to complete their licensure. In such cases, an individualized plan is developed collaboratively by the clinical coach, mentor teacher, school administration, SEED clinical coordinator, and the SEED academic program coordinator.

The following are some of the ways to provide special support for an intern:

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

Additional Clinical Experience Information

Interns are responsible for exercising "reasonable care" for students' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's or school division's teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records:

Interns must follow school division and George Mason University policies regarding confidentiality of student records. An intern's evaluation may be shared among the mentor teacher, the clinical coach, and responsible administrators, until the

clinical coach and SEED program submits the intern's grade and documentation. Access will be in accordance with the Privacy Act after grade submission. No materials will be released by OTP or the SEED program for employment purposes, other than grades and verification of meeting licensure standards.

Evaluations:

For program feedback and accreditation purposes, interns, mentor teachers, and clinical coaches must complete online evaluations of each other. A link to these evaluations will be emailed to each member of the internship team near the end of the internship period.

Experiential Learning Agreement (ELA):

You are required to submit a completed and signed Experiential Learning Agreement at the beginning of internship. The ELA will need to be signed by you and your mentor teacher. If you have been assigned more than one mentor at the same placement site, each mentor teacher will need to complete their own ELA. You will receive this in your seminar course: SEED 678.

Liability:

Due to the general nature of the risks involved in internship activities, 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.

Records Retention:

Interns are strongly advised to keep copies of evaluations, logs, summaries, and other records in a personal file for reference and future use. Due to University policy, we are unable to provide copies of records (including standardized test scores) to students after submission to OTP or the registrar. The George Mason University transcript provides permanent documentation of meeting state-approved teacher education program requirements, including internship hours completed, and the final grade. Interns can request a copy of their transcript through the Registrar's Office.

Virginia Department of Education Teacher License:

Once you have successfully completed the internship, you will need to begin the application process to obtain your license from the Virginia Department of Education (VDOE). You will need to review the steps for licensure application at: <http://cehd.gmu.edu/teacher/instructions/>.

It is your responsibility to gather all the materials you will need (test scores, application, fees, etc.) and submit these via VDOE's VALO portal. The CEHD Licensure Coordinator can be reached at edlicen@gmu.edu with any questions. Please be sure you have multiple official and unofficial copies of all test scores and transcripts for your personal records.

Documentation/Assignments

The appendices of this manual include forms for assignments and several that must be submitted to the OTP office and/or the SEED program.

All forms can be found in the appendix of this handbook. All forms must be submitted in a timely manner and by the due date. All forms must be submitted prior to the intern's grade being submitted in the appropriate systems.

Forms for the Mentor Teacher:

Form	Form Use
Observation and Feedback Form	☐ Mentor teachers complete this form. ☐ This form is to be used for the four observations conducted by the mentor. ☐ The intern will write a reflection following these observations focusing on the "questions to reflect on" from the form. ☐ This form is used for the basis of the post-observation conference to guide the discussion. ☐ It is the intern's responsibility to upload the forms to Canvas in the appropriate assignment following the post-observation discussion.
Internship Midterm and	☐ This form must be completed by the Intern, Mentor, and Clinical Coach prior to both the midterm and the final triad meetings.

Final Reflection Form	☐ It is the intern's responsibility to uploads all three reflection forms to Canvas in the appropriate assignment.
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Forms for the Intern:

Form	Form Use
Observation and Feedback Forms	☐ Clinical coaches and mentor teachers initiate these forms. ☐ It is the intern's responsibility to uploads all three reflection forms to Canvas in the appropriate assignment following the post-observation discussion.
Lesson Plan Overview (LPO)	☐ The intern must provide a LPO for review by the mentor teacher and the clinical coach prior to a lesson observation at least two days prior to the observation. ☐ The intern will not be allowed to teach without approved lesson plans. ☐ It is the intern's responsibility to uploads the LPO to Canvas in the appropriate assignment.
Hours Log	☐ This form is completed at the end of the semester to verify the teacher intern has completed the required hours. ☐ It is the intern's responsibility to uploads the log to Canvas in the appropriate assignment
Internship Midterm and Final Reflection Form	☐ This form must be completed by the Intern, Mentor, and Clinical Coach prior to both the midterm and the final triad meetings. ☐ It is the intern's responsibility to uploads all three reflection forms to Canvas in the appropriate assignment.

Forms for the Clinical Coach:

Form	How Form Should Be Used
Internship Observation form	☐ The clinical coaches complete this form. ☐ This form is to be used for the four observations conducted by the clinical coach. ☐ The intern will write a reflection following these observations focusing on the "questions to reflect on" from the form. ☐ This form is used for the basis of the post-observation conference to guide the discussion. ☐ It is the intern's responsibility to uploads the forms to Canvas in the appropriate assignment following the post-observation discussion.
Internship Midterm and Final Reflection Form	☐ This form must be completed by the Intern, Mentor, and Clinical Coach prior to both the midterm and the final triad meetings. ☐ It is the intern's responsibility to uploads all three reflection forms to Canvas in the appropriate assignment.
Internship InTASC Evaluation Rubric	☐ This assessment is to be completed in VIA on Canvas at the end of the semester. ☐ The form is provided so that the intern, mentor teacher, and clinical coach are aware of the final evaluation standards.
Summary of Clinical Experience	☐ Determine the final grade for the intern on this form. ☐ This document contains the information needed to process the intern's request for licensure, and is kept as a permanent record. ☐ Clinical coach submits to Content Area Lead Faculty.

SEED Program Faculty and Staff Contact Information

Lisa Green, MA SEED Clinical Coordinator SEED Lead Clinical Coach lgreen@gmu.edu	Mathilde Speier, MA Senior Program Office Coordinator mspeier@gmu.edu Theresa Wills, PhD
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Lynda Herrera, EdD Social Studies Education Faculty Mentor SEED Academic Program Coordinator (APC) lherrer8@gmu.edu TBD SEED Academic Advisor Erin Peters-Burton, PhD Science Education Faculty Mentor epeters1@gmu.edu Andrew Porter, PhD Faculty aporter7@gmu.edu	Mathematics Education Faculty Mentor twills@gmu.edu Kristien Zenkov, PhD English Education Faculty Mentor kzenkov@gmu.edu Office of Teacher Preparation Clinical Practice Specialist internsh@gmu.edu 703-993-9777 Clinical Coach Name: _____ Email: _____ Phone Number: _____
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Appendix A: Internship Evaluation Rubric

INTERNSHIP EVALUATION RUBRIC

George Mason University - College of Education and Human Development - Secondary Education Program (SEED)

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason Clinical. The evaluation will be completed by the clinical coach in VIA following the final triad meeting. If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your Clinical Coach and Program Coordinator.

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

Standards Assessed

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

General Scoring Guidelines	
3	Highly Proficient: rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for an Intern 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 an Intern 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 Interns 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.

Construct 1: Learner and Learning

InTASC 1 – Learner Development (Tagged to VDOE 1, VDOE 2, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology) The intern understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations

Not Proficient 1	Proficient 2	Highly Proficient 3
The evidence indicates that the Intern 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 Intern 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 Intern demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
Optional comments or evidence		
InTASC 2 – Learner Differences (Tagged to VDOE 1, CAEP 1.1, CAEP CCT: Diversity) The intern uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
Not Proficient 1	Proficient 2	Highly Proficient 3

The evidence indicates that the Intern 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. Key Proficiencies: Learner background, classroom culture	The evidence indicates that the Intern demonstrated familiarity with groups and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Intern demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.
Optional comments or evidence		
InTASC 3 – Learning Environment (Tagged to VDOE 5, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern 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. Key Proficiencies: Learner rapport; pacing/transitions; classroom management	Proficient 2 The evidence indicates that the Intern 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.	Highly Proficient 3 The evidence indicates that the Intern demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments
Optional comments or evidence		
Construct 2: Content InTASC 4 – Content Knowledge (Tagged to VDOE 1, VDOE 3, CAEP 1.1, CAEP 1.3, CAEP CCT: Diversity) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern 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. Key Proficiencies: Content representation; content clarify; instructional strategies for content	Proficient 2 The evidence indicates that the Intern 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.	Highly Proficient 3 The evidence indicates that the Intern displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.
Optional comments or evidence		
InTASC 5 -- Application of Content (Tagged to VDOE 2, VDOE 5, CAEP 1.1, CAEP 1.3, CAEP 1.4, CAEP CCT: Diversity) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections. Key Proficiencies: Problem solving; real-work application; cross-curricular connections	Proficient 2 The evidence indicates that the Intern 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.	Highly Proficient 3 The evidence indicates that the Intern used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.

Optional comments or evidence		
InTASC 6 – Assessment (Tagged to VDOE 4, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology) The intern understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. Key Proficiencies: Varied assessments; data analysis; feedback		
Not Proficient 1 The evidence indicates that the Intern 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	Proficient 2 The evidence indicates that the Intern provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	Highly Proficient 3 The evidence indicates that the Intern 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 Intern consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.
Optional comments or evidence		
InTASC 7 -- Planning for Instruction (Tagged to VDOE 2, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge. Key Proficiencies: Lesson objectives; building on prior knowledge	Proficient 2 The evidence indicates that the Intern planned challenging activities using learner- appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	Highly Proficient 3 The evidence indicates that the Intern planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
Optional comments or evidence		
InTASC 8 -- Instructional Strategies (Tagged to VDOE 3, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Technology) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern 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. Key Proficiencies: Varied instructional strategies and technologies; differentiation	Proficient 2 The evidence indicates that the Intern used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	Highly Proficient 3 The evidence indicates that the Intern used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning
Optional comments or evidence		
InTASC 9 – Professional Learning and Ethical Practice (Tagged to VDOE 6, VDOE 7, CAEP 1.1, CAEP CCT: Diversity) The intern 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.		
Not Proficient 1 The evidence indicates that the Intern did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection. Key proficiencies: Professional development; self-reflection; ethical manner	Proficient 2 The evidence indicates that the Intern used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	Highly Proficient 3 The evidence indicates that the Intern consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.
Optional comments or evidence		

InTASC 10 Leadership and Collaboration (Tagged to VDOE 6, CAEP 1.1, CAEP 1.4, CAEP 1.5, CAEP CCT: Diversity, Technology) The intern 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		
Not Proficient 1 The evidence indicates that the Intern collaborated with colleagues on a limited basis (mentor/other school professionals/Supervisors) and other stakeholders with little influence on classroom activities. Key Proficiencies: Collaboration; leadership	Proficient 2 The evidence indicates that the Intern 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.	Highly Proficient 3 The evidence indicates that the Intern collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.
Optional comments or evidence		

FACULTY USE ONLY	
Intern was not evaluated due to extenuating circumstances that impeded the completion of this assessment.	

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

Appendix B: Internship Observation Form

INTERNSHIP OBSERVATION FORM

George Mason University - College of Education and Human Development - Secondary Education Program (SEED)

The clinical coach and the mentor teacher will each complete at least four observations throughout the internship.

This form must be completed and discussed with the intern after each observation.

It is the intern's responsibility to upload the form to Canvas in the appropriate assignment following the post-observation discussion.

This observation, along with records of additional observations, will be used to inform the summative evaluation of the teacher.

Interns will respond to the questions for reflection posed at the end of the form.

Name of Intern		Date of Observation	
Internship School		Internship School District	
Grade Level		Content Area	
Semester (fall/Fall)		Year	

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

What are students doing?	What is the teacher doing?

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General Comments/Strengths:

Questions for intern to reflect:

Observer Printed Name _____

Appendix C: Lesson Plan Overview (LPO)

LESSON PLAN OVERVIEW (LPO)

George Mason University - College of Education and Human Development - Secondary Education Program (SEED)

Name of Intern	
Date of Observation	
Internship School	
Grade Level	
Internship School District	
Content Area	

This lesson plan corresponds with which lesson observation check the box	☐	Observation #1
	☐	Observation #2
	☐	Observation #3
	☐	Observation #4

This LPO must be submitted to the clinical coach at least 2 days prior to the observation

It is the intern's responsibility to upload the form to Canvas in the appropriate assignment. Please contact the clinical coach to inform them of the upload and to schedule a brief meeting (via zoom, telephone or in person) to discuss the plan to receive feedback and make changes before you teach.

Respond to all questions below

NOTE: the longest response should be to #3; include details and specifics.

1. What is the context of the lesson you will teach? [In other words, how does this lesson fit with what has come before and what will come after? Is this the introduction of new concepts and skills? A review of or practice with previous learning? A form of assessment?]
2. What are the key concepts and skills that will be the focus of the lesson? What are the learning objectives? [What will students know and be able to do at the end of the lesson?]
3. What is the agenda for the lesson? [In other words, what are the steps or components of the lesson? What will you do? What will students do? How long do you anticipate each step taking? Include anticipated time for each part of the lesson.] *Your agenda should include interactive, student-focused activities.
4. What resources will the lesson involve? What slides will you use? Handouts? (Include these when you send the lesson overview to your coach.)
5. What assessment (formative or summative) will be associated with this lesson? [In other words, how will you know students "got it"?] This might be part of the lesson or in a later class. If using a rubric, please include.
6. What questions or concerns do you have going into this lesson?

Appendix D: Total Intern's Weekly Hours Log

TOTAL INTERN'S WEEKLY HOURS LOG

George Mason University - College of Education and Human Development - Secondary Education Program
(SEED)

SEED 792/793/794/795/796: Internship in Secondary Education

It is the intern's responsibility to upload the form to Canvas in the appropriate assignment.

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

Intern's Signature

Intern's Printed Name

Date

Mentor Teacher's Signature

Mentor Teacher's Printed Name

Date

Appendix E: Internship Midterm and Final Reflection Form

Internship Midterm and Final Reflection Form

George Mason University - College of Education and Human Development - Secondary Education Program
(SEED)

SEED 792/793/794/795/796: Internship in Secondary Education

This form must be completed by the Intern, Mentor, and Clinical Coach prior to the midterm and final triad meetings. and the Intern must upload these forms to CANVAS before the Supervisor can submit an internship grade.

This form must be submitted prior to the intern's grade being submitted in the appropriate systems.

Name of Intern		Date	
Internship School		Internship School District	
Grade Level		Content Area	
Semester (fall/Fall)		Year	

These categories below are aligned with the InTASC rubrics/criteria the intern is being evaluated on this semester. Please provide the following:

- 1) indicate on the continuum where the intern/you fall for each standard by marking the box
- 2) provide summative comments in **each** area that recognize strengths and identify areas for further growth
- 3) the goal is growth over time; there is no expectation that the intern will reach highly proficient after teaching for 16 weeks

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

Proficient: Intern consistently and independently meets the standard, fully meets expectations for an Intern at this stage of development. This is the TARGET score.

Highly Proficient: Intern performs beyond expectations. Demonstrates exceptional understanding and application of standard.

InTASC 1 - LEARNER DEVELOPMENT

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 2 - LEARNING DIFFERENCES

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 4 - CONTENT KNOWLEDGE

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 5 - CONTENT APPLICATION

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 6 - ASSESSMENT

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 7 - PLANNING FOR INSTRUCTION

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 8 - INSTRUCTIONAL STRATEGIES

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 9 - PROFESSIONAL LEARNING AND ETHICAL PRACTICE

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

InTASC 10 - LEADERSHIP AND COLLABORATION

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

Developing	Proficient	Highly Proficient
☐	☐	☐

Summative Comments:

Additional Comments:

Questions for intern to continue to reflect:

Check One	Midterm Evaluation	☐
	Final Evaluation	☐

Reflection completed by	
Role (mentor, clinical coach, intern)	

Appendix F: Direct and Indirect Teaching Suggestions

Interns need to complete a minimum of 150 hours of direct teaching. This list includes possible ideas for how to identify and log direct and indirect teaching hours

	Direct Teaching	Indirect Teaching
1	Lead a group or whole class discussion, asking students to share a comment, idea, or feeling	Observing mentor and other teachers deliver instruction in real time
2	Lead an activity or segment of a lesson which builds new knowledge	Planning a lesson or unit independently, with mentor teacher, or with clinical coach
3	Lead instruction which reviews, reteaches, and/or reinforces prior knowledge	Locating, evaluating, and selecting resources and materials to use in a lesson
4	Facilitate and support community building through synchronous, real-time group activities and community building activities	Viewing and listening to content that can be used in teaching online (e.g. films, podcasts)
5	Explain and model course content to an individual student, a group, or the whole class	Providing written feedback to student work, scoring student work, and entering grades online
6	Model a concept or skill for students to repeat and practice following your modeling and receiving your feedback (e.g. solve a problem, analyze a text, interpret an image)	Discussing feedback with mentor teacher about any aspect of the internship (e.g. concerns, successes, challenges, suggestions)
7	Engage students' thinking through questioning activities, responding to students' answers and interpretations	Reflecting on the design and delivery of any aspect of instruction (e.g. how did a lesson go?)
8	Lead a particular segment of a lesson	Analyzing the knowledge and curriculum used in the mentor teacher's classroom (e.g. textbooks, materials, readings, handouts)
9	Guide students through assigned tasks, such as assessments, projects, homework, or in-class practice and activities	Communicating with caregivers of a student about the student's performance (in writing, on email, phone call, online meeting, etc.)
10	Specify and reinforce student behavior and performance (e.g. talking to a student about their progress or behavior)	Communicating with mentor teacher and/or other school staff member about a student's performance in class
11	Facilitate small group work and interactions among students to work collaboratively	Locating, evaluating, reflecting, and creating any new resource or material a mentor teacher identifies as in need of being created/designed
12	Facilitate a skit, role play, simulation, debate, investigation, or experiment in which you observe and guide students during the process	Observing, analyzing, and reflecting on the students in the mentor teachers' classes including evidence of their learning and participation
13	Providing for check-in and check-out activities (e.g. warm-ups and exit conversations)	The time spent creating video evidence of your instruction for review by your mentor teacher and clinical coach
14	Provide oral, real-time feedback to students in one-on-one conversations (i.e. office hours)	Attend department or content-level team meetings (e.g. PLC meeting time)
15	Discussing and setting goals with students in one-on-one conversations (i.e. office hours)	Attend school-wide or division-wide faculty and staff meetings
16	Providing ideas for students to apply what they have learned to new problems or contexts	Attend professional development opportunities provided by the school or division
17	Designing and creating a video and/or audio recording of some type of instruction (e.g. new content for a lesson, reviewing content, etc.)	Attend professional development
18	Reteach, review, or revise content in need of being explained in a new or different manner	Reading and replying to any email related to aspects of the internship
19	Break down a lesson into different components and provide students "mini-lessons"/chunks of instruction through video/audio recordings, slides, handouts, and have students add their responses	Meeting with a member of the school's administration team to discuss an aspect related to the internship
20	Creating, monitoring, updating, and responding to student and class asynchronous posts (e.g. discussion boards, forums, etc.)	Participating in any school-sponsored public event (e.g. online talent show, sport event, etc.)
21	Holding small group or whole class office hours or drop-in sessions through video conferencing and/or chat room dialoguing	Meeting with a school support staff member to discuss some aspect of a student (e.g. social worker, guidance counselor, ELL instructor)
22	Creating, monitoring, updating, and responding to collaborative documents students use	Observing and studying aspects of the school itself (e.g. faculty/staff handbook, curriculum standards, policies and procedures)
23	Creating and posting instructional content students access and use "on their own time" (e.g. PowerPoints, websites, etc.)	Collaborating with any school-related professional on an aspect of instruction (e.g. school media specialist, tech coordinator)
24	Creating and posting application and extension activities students access "on their own time" (e.g. WebQuest, scavenger hunt)	Meeting and/or collaborating and consulting with special education teachers, English Language Learning specialists, coordinators, etc.
25	Supervising any project-based activity for students (outside of the original planning and routine grading) counts as asynchronous instruction	Engaging in a school-community collaborative activity or project (e.g. a community reading night, community service project)
26	Introducing, explaining, or troubleshooting a digital tech tool with students	Engaging in sustained, intentional collaboration with staff and/or interns from a different school or school division

Appendix G: Professionalism Checklist

Professionalism Checklist
George Mason University - College of Education and Human Development - Secondary Education Program
(SEED)
SEED 792/793/794/795/796: Internship in Secondary Education

Name of Intern	
Mentor teacher	

During this time period, the Teacher Intern has demonstrated the following characteristics of professionalism.

Rating Scale: - = less than satisfactory; ✓ = satisfactory; + = highly commendable

Professional Characteristics	Rating	Action Plan to address deficiencies
Be on time (in the case of an unavoidable emergency, you must contact both the mentor teacher and your Clinical coach)		
Present a professional appearance		
Be prepared for the day upon arrival		
Stay the minimum of the teacher's duty day; arrive early enough to allow for adequate planning time with the mentor teacher; remain late enough to be sure of being prepared for the next day		
Actively participate in professional activities in school		
Be responsive to requests from your mentor teacher to participate in non-classroom activities as needed (if issues arise with such requests, bring them to the attention of your Clinical coach)		
Show initiative		
Demonstrate respect for all students, the school, and the community		
Present complete lesson plans and materials in advance for feedback		
Solicit feedback on planning, teaching, and assessment of student learning (it is YOUR responsibility to clarify any confusion on these issues with your mentor teacher)		
Apply feedback appropriately to improve performance		
Contact your Clinical coach at the first sign of any difficulties or potential difficulties in your placement		
Hold high expectations for all students		
Encourage positive classroom interactions		
Develop and maintain positive professional relationship with the students		
Develop and maintain positive professional relationships within the school		
Use professional, appropriate language at all times with students and colleagues		
Identify and address own content gaps related to teaching assignment		
Exhibit the highest professional and scholarly ethics and uphold them for students		
Relate to students in developmentally appropriate ways		
Use resources, including technology, appropriately and effectively		
Communicate effectively and appropriately with parents		
Use electronic devices ONLY when appropriate. NO phone/texting/FB when you are in the classroom observing or supervising students (playground, lunch, etc.)		

These standards must be successfully met to continue in the internship experience.