

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

**EDCI 490, “Internship in Secondary Education” (6 Credits)**  
**(Section 001/English; Section 002/Science; Section 003/Math)**



**Key Information**

Lead English Instructor: Kristien Zenkov, PhD, Professor

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My University Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

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

EDUC 422/522, EDUC 372/672, EDRD 419/619, Methods I (Subject-Specific), Methods II (Subject-Specific); students enrolled in EDCI 490 must also enroll in EDCI 491

**Course Description**

EDCI 490 a full semester of intensive teaching experience in secondary education. The course is designed to support the intern in planning, implementing, and reflecting on teaching in the secondary setting. The intern, supported by the university supervisor and mentor teacher, will gradually take over responsibilities of teaching in a secondary classroom.

**Course Delivery Method**

This course is an internship and all meetings will be held in an intern's area school and classroom. Please note that this course is held in conjunction with the internship seminar (optional for undergraduate interns) and that the Internship Handbook also provides a number of details about internship requirements.

**Learner Outcomes**

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

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

**Professional Standards**

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

[http://www.ccsso.org/resources/publications/Intasc\\_model\\_core\\_teaching\\_standards\\_and\\_learning\\_progressions\\_for\\_teachers\\_10.html](http://www.ccsso.org/resources/publications/Intasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html)

In addition, students should have an understanding of and be able to apply the teaching and learning standards as outlined by their respective specialized professional association, as below.

### ***English***

#### **NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts**

- Content Knowledge I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Content Knowledge II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Content Pedagogy III: Planning Literature and Reading Instruction in ELA III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Content Pedagogy IV: Planning Composition Instruction in ELA IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Learners and Learning V: Implementing English Language Arts Instruction V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- Professional Knowledge and Skills VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Professional Knowledge and Skills VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

### ***Math***

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

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

knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

- Standard 5, Impact on Student Learning: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.
- Standard 6, Professional Knowledge and Skills: Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.
- Standard 7, Secondary Mathematics Field Experiences and Clinical Practices: Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

## *Science*

### **National Science Teachers Association Preservice Science Standards**

- Standard 1/Content Knowledge: Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
- Standard 2/Content Pedagogy: Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
- Standard 3/Learning Environments: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.
- Standard 4/Safety: Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
- Standard 5/Impact on Student Learning: Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

- Standard 6/Professional Knowledge and Skills: Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

### ***Social Studies***

#### **National Council for the Social Studies**

- Standard 1: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- Standard 2: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
- Standard 3: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environments.
- Standard 4: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
- Standard 5: The intern possesses the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
- Standard 6: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.
- Standard 7: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption.
- Standard 8: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.
- Standard 9: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.
- Standard 10: The intern possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

### **Required Texts**

There are no required texts for this course. All students in this course must purchase a Goreact license.

### **Assignments**

#### ***General Expectations***

Throughout the first 6-8 weeks of the Internship, you will co-teach and gradually assume more teaching responsibilities for the mentor teacher's classes. You should take responsibility for all or nearly all of the courses for the 6-8 week period following the co-teaching experience. See internship handbook and SEED Internship Blackboard Organization website for a more detailed suggested schedule.

During the first week of internship experience, you should:

- 1) Have a period-by-period schedule written out to submit to your university supervisor. This schedule should indicate teaching periods, subjects being taught, room number, the time each period begins and ends, non-teaching periods, mentor teacher's periods, and conference times scheduled between intern and mentor teacher; a form for a period-by-period schedule is attached

to the syllabus. Total hours are to be recorded for each week on the appropriate form included in the handbook appendices.

- 2) Arrange a specific time and place for the university supervisor to visit for a “meet and greet” session.

During the first few days in the internship:

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

At the end of each week, you should turn in you log hours, weekly sheets, and a reflective summary of observations/experiences to your university supervisor. Specific artifacts to be submitted are at the discretion of your University Supervisor.

Some suggestions for formatting your reflections include

- A one-page reflective summary
- A concept map linking ideas with implementation intentions
- A case study of a student with ideas for impacting achievement

Instructions regarding log hours are found in the appendices of the Intern Handbook, and submitted with all other artifacts found in your internship handbook. More details about specific requirements for the internship can be found on the SEED Internship Blackboard Organization website.

### ***Observations***

The university supervisor will have a minimum of eight (8) meetings throughout the semester with you—one pre-internship meeting, four on-site visits with post-observation conferences, one mid-term evaluation meeting, and one post-internship meeting. In addition, it is expected that you will maintain weekly contact with your university supervisor to submit reflections and any other materials, such as hour log, lesson plans or other documentation to demonstrate progress. Mentor teachers will also conduct a minimum of three formal observations and four informal observations during the internship. More information and observation forms can be found in the Internship Handbook and on the SEED Internship Blackboard Organization website.

### ***Impact on Student Learning/Collaborative Learning Team Task***

You will complete and submit an Impact on Student Learning/Collaborative Learning Team Task designed to measure impact on student learning and to document your collaboration with subject, grade, and school colleagues. Details including objectives, expectations and assessment rubrics for each content area’s Impact on Student Learning/Collaborative Learning Team Task can be found in the Internship Handbook and on the SEED Internship Blackboard Organization website. Please review these guidelines carefully, as each content area has distinct expectations. Upon completion of the Impact on Student

Learning/Collaborative Learning Team Task, you will upload all artifacts to Blackboard/TK20 for assessment.

### ***Goreact Assignments***

Teacher candidates will make an initial classroom tour recording and recordings of their teaching between formal university supervisor visits. In each recording, the candidate will address a maximum of three practices, strategies, or points of growth that the candidate, mentor, and supervisor identified based on the previous formal face-to-face observation conducted by the supervisor. The intern, mentor, and supervisor will code these videos, and the intern will intentionally and explicitly address the identified practices/strategies in the following formal observation conducted by the university supervisor.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Secondary Education course with a required Tk20 performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s) to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For EDCI 490, these assessments include the following items:

- InTASC Evaluation Rubric (final or end-of-semester)
- Subject-Specific Evaluation Rubric (final or end-of-semester)
- Impact on Student Learning/Collaborative Learning Team Assessment

Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

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

### **GMU/CEHD Policies and Resources for Students**

#### *Policies*

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

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

### **GSE/CEHD Information**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

### **Grading**

|    |         |    |        |    |               |
|----|---------|----|--------|----|---------------|
| A+ | 99-100% | B  | 83-87% | C- | 70-72%        |
| A  | 93-98%  | B- | 80-82% | D  | 60-69%        |
| A- | 90-92%  | C+ | 78-79% | F  | Less than 60% |
| B+ | 88-89%  | C  | 73-77% |    |               |

*Note: No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course.*

### ***Additional Grade Notations***

- **Incomplete (IN):** This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. Unless the faculty member has specified an earlier deadline, the student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty members who choose to require an earlier incomplete deadline will be required to file an *Incomplete Grade Contract* with the local academic unit's office, detailing the work that remains to be done, the general reason for the incomplete, and the student's grade at the point of receiving the incomplete. Unless an explicit written extension is filed with the Office of the University Registrar by the faculty deadline, the grade of IN is changed by the registrar to an F. The maximum IN extension is to the end of the same semester in which it was originally due.
- **Absent with permission (AB):** A student who has received permission from the academic dean or director to be absent from a final exam for cause beyond reasonable control may receive a temporary grade of AB. A rescheduled exam must be administered within 10 business days of the original exam date, or the AB will automatically become an F. Final determination of academic status is not complete while the AB remains on the transcript.

- **Special Provision (SP):** The grade of SP may be given by a dean to students who are unable to complete the course requirements because of extraordinary long-term circumstances, such as major illness or military deployment. SP has no effect on the GPA and remains on the transcript until the work is completed and a final grade is assigned.

*Note: The mentor teacher and university supervisor will jointly determine interim and final grades.*

### **EDCI 490 Schedule**

- The weekly schedule in the Checklist/Timeline generally follows the Mason semester start date; area school division start dates vary and deadlines should be adjusted accordingly
- The mid-semester InTASC and Subject-Specific Assessment Rubrics are completed by Intern, Mentor, and Supervisor and compiled by the Supervisor
- Interns are expected to complete weekly reflections on their experiences that may be shared and submitted for both the internship (to the supervisor) and the internship seminar (to the seminar instructor)
- The final/end-of semester completed InTASC and Subject-Specific Assessment Rubrics must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted
- The final Impact on Student Learning/Collaborative Learning Team Task must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted

## SEED INTERNSHIP CALENDAR FALL 2017 WEEKLY PARTICIPANT ROLES & RESPONSIBILITIES

**Orange Tasks:** Upload to EDCI 490 Blackboard Course

**Blue Tasks:** Upload to TK20 on Blackboard Course

**Green Tasks:** Upload to GoReact

|                                  |  | TEACHER CANDIDATE (TC)  | MENTOR TEACHER (MT)   | UNIVERSITY SUPERVISOR (US)  |
|----------------------------------|--|---|---|---|
|                                  | <b>WEEKLY TASKS</b>  | <input type="checkbox"/> Track hours and upload <b>Weekly Reflection</b><br><input type="checkbox"/> <b>Upload all required weekly documents</b> to Blackboard Course (EDCI 490)<br><input type="checkbox"/> Communicate daily with MT and weekly with US | <input type="checkbox"/> Complete <b>Weekly MT Update Form</b> ; give to TC to upload to Blackboard Course<br><input type="checkbox"/> Communicate daily with TC<br><input type="checkbox"/> Communicate weekly (as needed) with US | <input type="checkbox"/> Provide feedback on <b>Weekly Reflections and other documents</b> uploaded to Blackboard Course<br><input type="checkbox"/> Communicate weekly with TC and as needed with MT |
| <b>Acclimatizing + Observing</b> | <b>Week 1</b><br><i>Aug. 28</i>  | <input type="checkbox"/> Read Internship Handbook<br><input type="checkbox"/> Access GMU Blackboard Org for SEED<br><input type="checkbox"/> Invite MT + US to shared GoReact group   | <input type="checkbox"/> Read Internship Handbook<br><input type="checkbox"/> Access GMU Blackboard Org for SEED<br><input type="checkbox"/> Complete Mentor Teacher Pay Form   | <input type="checkbox"/> Read Internship/US Handbook<br><input type="checkbox"/> Help MT get access to GMU Blackboard Org<br><input type="checkbox"/> Ensure US + MT access to shared GoReact group   |
|                                  | <b>INITIAL TRIAD MEETING</b><br>Introductions, Semester Overview, and Roles and Responsibilities |   |   |   |
|                                  | <b>Week 2</b><br><i>Sept. 4</i>  | <input type="checkbox"/> <b>Video and upload GoReact Classroom Tour</b><br><input type="checkbox"/> Exploratory Activities<br><input type="checkbox"/> Draft impact on Student Learning (ISL) Phase I   | <input type="checkbox"/> <b>Comment on GoReact Classroom Tour</b>   | <input type="checkbox"/> <b>Comment on GoReact Classroom Tour</b>   |
|                                  | <b>Week 3</b><br><i>Sept. 11</i>   | <input type="checkbox"/> Exploratory Activities<br><input type="checkbox"/> Draft impact on Student Learning (ISL) Phase I  | <input type="checkbox"/> <b>Informal Observation #1</b>   |   |
| <b>Part-Time Direct Teaching</b> | <b>Week 4</b><br><i>Sept. 18</i>   | <input type="checkbox"/> <b>Complete and upload Exploratory Activity #1</b><br><input type="checkbox"/> Draft impact on Student Learning (ISL) Phase I  | <input type="checkbox"/> <b>FORMAL OBSERVATION #1</b>   | <input type="checkbox"/> <b>FORMAL OBSERVATION #1</b>   |
|                                  | <b>Week 5</b><br><i>Sept. 25</i>   | <input type="checkbox"/> <b>Video, upload, and code GoReact Follow-up #1</b><br><input type="checkbox"/> <b>Complete and upload ISL Phase I</b>   | <input type="checkbox"/> <b>Comment on GoReact Follow-up #1</b>   | <input type="checkbox"/> <b>Comment on GoReact Follow-up #1</b><br><input type="checkbox"/> <b>Read and give feedback to ISL Phase I</b>  |
|                                  | <b>Week 6</b><br><i>Oct. 2</i>   | <input type="checkbox"/> Draft impact on Student Learning (ISL) Phase II  | <input type="checkbox"/> <b>Informal Observation #2</b>   | <input type="checkbox"/> <b>FORMAL OBSERVATION #2</b>   |
|                                  | <b>Week 7</b><br><i>Oct. 9</i>   | <input type="checkbox"/> <b>Video, upload, and code GoReact Follow-up #2</b><br><input type="checkbox"/> <b>Complete and upload Exploratory Activity #2</b><br><input type="checkbox"/> Draft impact on Student Learning (ISL) Phase II                   | <input type="checkbox"/> <b>Comment on GoReact Follow-up #2</b>   | <input type="checkbox"/> <b>Comment on GoReact Follow-up #2</b>   |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <b>Week 8</b><br><i>Oct. 9</i>   | <input type="checkbox"/> Complete draft <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics prior to Midterm Triad Meeting; send to US<br><input type="checkbox"/> Draft impact on Student Learning (ISL) Phase II   | <input type="checkbox"/> Complete draft <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics prior to Midterm Triad Meeting; send to US  | <input type="checkbox"/> Consolidate feedback from TC + MT <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics in preparation for Midterm Triad Meeting   |  |
| <b>MIDTERM EVALUATION TRIAD MEETING</b><br>Complete SEED Internship and Subject Evaluation Forms |  |   |  |  |  |
|  |  | <b>TEACHER CANDIDATE (TC)</b>   | <b>MENTOR TEACHER (MT)</b>   | <b>UNIVERSITY SUPERVISOR (US)</b>  |  |
| <b>Full-Time Direct Teaching</b>   | <b>Week 9</b><br><i>Oct. 23</i>  | <input type="checkbox"/> Draft Impact on Student Learning (ISL) Phase II<br><input type="checkbox"/> <b>Complete and upload ISL Phase II</b>  | <input type="checkbox"/> <b>Informal Observation #3</b>  | <input type="checkbox"/> <b>II</b> Read and give feedback to <b>ISL Phase II</b>   |  |
|  | <b>Week 10</b><br><i>Oct. 30</i>   | <input type="checkbox"/> Draft Impact on Student Learning (ISL) Phase III   | <input type="checkbox"/> <b>FORMAL OBSERVATION #2</b>  | <input type="checkbox"/> <b>FORMAL OBSERVATION #3</b>  |  |
|  | <b>Week 11</b><br><i>Nov. 6</i>  | <input type="checkbox"/> <b>Video, upload, and code GoReact Follow-up #3</b><br><input type="checkbox"/> Draft Impact on Student Learning (ISL) Phase III   | <input type="checkbox"/> <b>Comment on GoReact Follow-up #3</b>  | <input type="checkbox"/> <b>Comment on GoReact Follow-up #3</b>  |  |
|  | <b>Week 12</b><br><i>Nov. 13</i>   | <input type="checkbox"/> <b>Complete and upload Exploratory Activity #3</b><br><input type="checkbox"/> Draft Impact on Student Learning (ISL) Phase III  | <input type="checkbox"/> <b>Informal Observation #4</b>  |  |  |
|  | <b>Week 13</b><br><i>Nov. 23</i>   | <b>THANKSGIVING WEEK</b>  |  |  |  |
|  | <b>Week 14</b><br><i>Nov. 27</i>   | <input type="checkbox"/> Draft impact on Student Learning (ISL) Phase III   | <input type="checkbox"/> <b>FORMAL OBSERVATION #3</b>  | <input type="checkbox"/> <b>FORMAL OBSERVATION #4</b>  |  |
| <b>Transitioning Back to MT</b>  | <b>Week 15</b><br><i>Dec. 4</i>  | <input type="checkbox"/> Draft <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics prior to Final Triad Meeting; send to US<br><input type="checkbox"/> Complete <b>online evaluation</b> + print confirmation sheet; give to US at Final Triad Meeting<br><input type="checkbox"/> Complete Weekly Hours Log; give to US at Final Triad Meeting | <input type="checkbox"/> Draft <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics prior to Final Triad Meeting; send to US<br><input type="checkbox"/> Complete <b>online evaluation</b> + print confirmation sheet; give to US at Final Triad Meeting<br><input type="checkbox"/> | <input type="checkbox"/> Consolidate feedback from TC + MT <b>SEED Internship</b> and <b>Subject Evaluation</b> rubrics in preparation for Final Triad Meeting<br><input type="checkbox"/> Complete <b>online evaluation</b> + print confirmation sheet<br><input type="checkbox"/> Complete <b>final grade sheet</b> + collect signatures   |  |
|  | <b>FINAL EVALUATION TRIAD MEETING</b><br>Complete SEED Internship and Subject Evaluation Forms, Sign all End-of-Course Forms |   |  |  |  |
|  | <b>Week 16</b><br><i>Dec. 11</i>   | <input type="checkbox"/> <b>Upload SEED Internship + Subject Evaluation Rubrics</b> to TK20 for US to input scores<br><input type="checkbox"/> <b>Submit Final Impact on Student Learning (ISL)</b> to TK20 for US to assess and input scores<br><input type="checkbox"/> <b>TBD</b> : Final Day of Internship  |  | <input type="checkbox"/> Evaluate Impact on Student Learning (ISL)<br><input type="checkbox"/> Send Verification Letter to MT<br><input type="checkbox"/> Submit Mileage Reimbursement (if applicable)<br><input type="checkbox"/> <b>Complete Candidate Disposition</b> on TK20<br><input type="checkbox"/> <b>Input scores on TK20 Assignments</b><br><input type="checkbox"/> <b>Submit Candidate Final Grade and paperwork</b> |  |

**Orange Tasks:** Upload to EDCI 490 Blackboard Course

**Blue Tasks:** Upload to TK20 on Blackboard Course

**Green Tasks:** Upload to GoReact

**Notes**

- The mid-semester InTASC and Subject-Specific Assessment Rubrics are completed by Intern, Mentor, and Supervisor and compiled by the Supervisor
- The final completed InTASC and Subject-Specific Assessment Rubrics must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted
- The final Impact on Student Learning/Collaborative Learning Team project must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted
- Interns are expected to complete weekly reflections on their experiences and submitted for both the internship (to the supervisor) and the internship seminar (to the seminar instructor)

**EDCI 490 Secondary Education Internship**

Contact and Schedule Information

Intern Contact Information

| Name | Phone | Email | Available times for meeting |
|------|-------|-------|-----------------------------|
|      |       |       |                             |

Mentor Teacher Contact Information

| Name | Phone | Email | Available times for meeting |
|------|-------|-------|-----------------------------|
|      |       |       |                             |

Class schedule

\*Indicate subject for period and room number

\*Indicate when Mentor Teacher, Intern, and University Supervisor can meet

| Period and time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
|                 |        |         |           |          |        |
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