Spring 2020

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

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

Key Information

Lead English Instructor: Kristien Zenkov, PhD, Professor
Office hours: Mondays, by appointment, via phone, Skype, Google Hangout (Note: Dr. Zenkov will be on sabbatical/study leave during the Spring 2020 semester)
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Leader Science Instructor: Erin Peters Burton, 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 791

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

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.

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 Impact on Student Learning (ISL) 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 your log of hours and a reflective summary of observations/experiences to your university supervisor. Specific artifacts to be submitted are at the discretion of your seminar instructor and university supervisor. Please address the following questions in your weekly reflection:

Critical Incidents
What were the highlights and lowlights of your internship this week? What student or students can you identify who are having success or struggling in your classes?

Burning Issues/Questions
What issues or concerns can you identify from your teaching and observations this week?

"Best Practice" Tips
What activities, assignments, or strategies from your teaching and observations have you identified as particularly effective?

Research-Based Connection
What research have you discovered that supports or problematizes any of the teaching practices you have used or observed this week?

Exploratory Activity (at least three across the semester)
Please describe any exploratory activities in which you engaged this week.

Instructions regarding log of hours are found in the appendices of the Internship Handbook, and submitted with all other artifacts found in 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 seven (7) 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 evaluation 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 hours log, lesson plans, or other documentation to demonstrate progress. Mentor teachers will provide one type of formal written feedback on interns' teaching each week—either one of eight observations or one of eight weekly updates. More information and observation forms can be found in the Internship Handbook and on the SEED Internship Blackboard Organization website.

Impact on Student Learning Project
You will complete and submit an Impact on Student Learning Project 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 Project 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 Project, you will upload all artifacts to Blackboard/TK20 for assessment.

GoReact Assignments
You will complete three different types of assignments using GoReact during your internship:
1) During your first week at the school, create a virtual tour of your classroom(s). Show us how the room is set up and discuss why it is arranged as it is. How has the teacher created his/her learning environment? (3-5 minutes)

2) During the first three weeks, film your mentor teacher engaged in ONE of the following below. Go back and watch the clip and comment on what you notice about how the teacher does what s/he does. What questions does it raise for you? (about 10-15 minutes).
   - Teacher language used to build a community of learners
   - Questioning strategies
   - Who's talking? What's happening during a class discussion?
   - Hooking students, creating engagement

3) Following your first AND second US observations and conferences, select one piece of feedback that you would like to implement. Film yourself, then watch the video and comment on your success. How well did your strategy work? How effective was your lesson? What might you continue to hone/explore/develop? Examples: giving directions clearly, leading a discussion, orchestrating small groups, adjusting your volume, implementing a classroom manage strategy. After you have posted a clip and commented and after your supervisor has commented, convert the comments to a PDF and upload them to Blackboard. (15-30 minutes each).

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)
- Impact on Student Learning Project
- Intern Self-Assessment of Dispositions

An intern's grade cannot be posted unless all of items have been completed/submitted.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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 https://catalog.gmu.edu/policies/honor-code-system/)
- 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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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, but interns should make themselves available for meetings and other required teaching preparations at least the week before as area school division start dates vary

- The internship is a full 16-week semester, January 13th-May 4th; this calendar can be adjusted based on the school division calendars, with the approval of the Mentor, University Supervisor, and SEED program advisor.
- The InTASC Rubric is considered by the Intern, Mentor, and Supervisor at the mid-point of the internship (discussed in a mid-semester triad), with a focus on "points of growth"
- 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; descriptions of "Exploratory Activities" should be merged with relevant weekly reflections
- At the end of the semester the Intern, Mentor, and Supervisor will complete an InTASC Reflection Form focused on the four InTASC categories; these reflections will be discussed in final triad and uploaded by the Intern to BlackBoard/Tk20 (at which time a final grade can be submitted)
- The final/end-of semester InTASC Rubric will be completed by the Supervisor in Blackboard/Tk20
- The final Impact on Student Learning Project must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted

WEEKLY PARTICIPANT ROLES & RESPONSIBILITIES

Orange Tasks: Upload to EDCI 490/790 **AND** EDCI 491/791Bb **Blue Tasks:** Upload to TK20 on Bb
Green Tasks: Upload to GoReact **Purple Tasks:** Upload to EDCI 490/790 Bb

		TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
	WEEKLY TASKS	☐ Track hours ☐ Communicate daily with MT and weekly w/ US ☐ **Write weekly reflections**, but notice due dates below	☐ Complete **Weekly Update Forms OR Observation Form**; give to TC to upload to Blackboard Course ☐ Communicate daily with TC ☐ Communicate weekly OR as needed with US	☐ Provide feedback on **reflections and other forms on Blackboard Course** ☐ Communicate weekly with TC ☐ Communicate as needed with MT
Acclimatizing + Observing	**Week 1** *JAN 13-JAN 17*	☐ Read Internship Handbook ☐ Access GMU Blackboard Org for SEED ☐ **Weekly Reflection #1** ☐ **Upload GoReact Classroom Tour**	☐ Access GMU Blackboard Org for SEED ☐ Complete Mentor Teacher Pay Form ☐ Read Internship and Mentor Handbooks	☐ Read Internship/US Handbook ☐ Ensure US has access to shared GoReact group
		INITIAL TRIAD MEETING Introductions, Semester Overview, and Roles and Responsibilities		
	Week 2 *JAN 20-JAN 24*	☐ **Weekly/Exploratory Activities Reflection #2** ☐ Work on Impact on Student Learning (ISL) Phase I	☐ Complete Weekly Update #1	☐ **Comment on GoReact Classroom Tour** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 3 *JAN 27 – JAN 31*	☐ **Weekly/Exploratory Activities Reflection #3** ☐ Work on ISL Phase I ☐ **Film MT and comment; post to Go,React**	☐ Complete Observation #1	☐ **Comment on Weekly/Exploratory Activities Reflection**
Part-Time Direct Teaching	**Week 4** *FEB 3 – FEB 7*	☐ **Weekly/Exploratory Activities Reflection #4** ☐ Work on ISL Phase I	☐ Complete Weekly Update #2	☐ **Observation #1** ☐ **Comment on Weekly Reflection**
	Week 5 *FEB 10 – FEB 14*	☐ Complete and upload **ISL Phase I**	☐ Complete Observation #2	☐ **Comment on GoReact Analysis of MT** ☐ **Read and give feedback to ISL Phase I** ☐ **Comment on Weekly Reflection**
	Week 6 *FEB 17 – FEB 21*	☐ Weekly/**Exploratory Activities Reflection #5** ☐ Work on ISL Phase II ☐ Invite US for observation #2	☐ Complete Weekly Update #3	☐ **Observation #2** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 7 *FEB 24 – FEB 28*	☐ Video, upload, and code **GoReact Follow-up #1** ☐ Work on ISL Phase II	☐ Complete Observation #3	☐ **Comment on GoReact Follow-up #1**
	Week 8 *MAR 2 – MAR 6*	☐ **Weekly/Exploratory Activities Reflection #6** ☐ Complete Midterm Reflection form prior to triad meeting ☐ Work on ISL Phase II	☐ Complete Weekly Update #4 ☐ Complete Midterm Reflection form prior to triad meeting	☐ Complete Midterm Reflection form prior to triad meeting ☐ **Comment on Weekly/Exploratory Activities Reflection**

		TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
	WEEKS 8 – 9	☐ **Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting**	☐ **Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting**	☐ **Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting**
Full-Time Direct Teaching	**Week 9** *MAR 9 – MAR 13*	☐ **Complete and upload ISL Phase II**	☐ Complete Observation #4	☐ **Read and give feedback to ISL Phase II** ☐ **Complete Candidate Disposition** on TK20
	Week 10 *MAR 16 – MAR 20*	☐ **Weekly/Exploratory Activities Reflection #7** ☐ Work on ISL Phase III	☐ Complete Weekly Update #5	☐ **Observation #3** ☐ **Comment on Weekly Reflection**
	Week 11 *MAR 23 – MAR 27*	☐ **Weekly/Exploratory Activities Reflection #8** ☐ **Video, upload, code GoReact Follow-up #2** ☐ Work on ISL Phase III	☐ Complete Observation #5	☐ **Comment on Weekly/Exploratory Activities Reflection** ☐ **Comment on GoReact Follow-up #2**
	Week 12 *MAR 30 – APR 3*	☐ **Complete and upload ISL Phase III**	☐ Complete Weekly Update #6	☐ **Comment on Impact on Student Learning (ISL) Phase III**
	***Weeks 13-14** *APR 6 – APR 17*	☐ **Weekly/Exploratory Activities Reflection #9** ☐ Work on ISL Phase IV ☐ Invite US for observation #4	☐ Complete Observation #6	☐ **Observation #4** ☐ **Comment on Weekly/Exploratory Activities Reflection**
Transitioning Back to MT	**Week 15** *APR 20 – APR 24*	☐ **Weekly/Exploratory Activities Reflection #10** ☐ Work on ISL Phase IV ☐ Complete **Final Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet; give to US at Final Triad Meeting ☐ **Complete Weekly Hours Log; give to US at Final Triad Meeting**	☐ Complete Weekly Update #7 ☐ Complete **Final Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet; give to US at Final Triad Meeting	☐ Complete **Final Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet ☐ Complete **final grade sheet** + collect signatures
		FINAL EVALUATION TRIAD MEETING Complete SEED Internship Evaluation Form, Sign all End-of-Course Forms		
	Week 16 *APR 27 – MAY 4*	☐ Upload **Final Reflection Forms to Blackboard/Tk20** ☐ Submit **Final Impact on Student Learning (ISL)** to Blackboard by May 8; upload completed rubric to BB ☐ May 4 – final day on internship	☐	☐ Send Verification Letter to MT ☐ Submit Mileage Reimbursement (if applicable) ☐ **Evaluate Impact on Student Learning (ISL); send to intern for upload to BB** ☐ **Complete InTASC Evaluation rubric** ☐ **Submit Candidate Final Grade and record of hours to intern for upload to Blackboard**

Note: Interns do not take the George Mason University spring break or spring semester holidays; interns take the spring break/holidays of their respective school divisions.

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