

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

SEED 492/792 (01) (formerly EDCI 490/790), “Internship in Secondary Education” (6 Credits)



Key Information

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My University Supervisor: _____

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

SEED 422/522 (formerly EDUC 422/522), SEED 440/540 (formerly EDUC 372/672), EDRD 419/619, SEED 469/569 (formerly EDCI 469/569), SEED 479/669 (formerly EDCI 479/669); students enrolled in SEED 492/792 must also enroll in SEED 491/791 (formerly EDCI 491/791)

Course Description

SEED 492/792 is 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 (SEED 491/791) 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):

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

In addition, students should have an understanding of and be able to apply the teaching and learning standards as outlined by the National Council of Teacher of English (NCTE):

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.

Required Texts

There are no required texts for this course.

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.

Internship Portfolio

Rationale

Because SEED (Secondary Education) Fall 2020 interns will be teaching 100% virtually, university supervisors' work will necessarily also be virtual. School systems will be using a variety of instructional delivery platforms (e.g., Schoology, Google Classroom, etc.) and they will provide varying levels of access to these platforms to non-school personnel, which will affect the degree to which university supervisors can observe interns' synchronous teaching and recordings of their lessons. Given the need for flexibility during this unique semester and the necessary turn to online instructional, the SEED program will rely on a portfolio system for supervision of interns this fall, allowing interns to have greater agency and involvement in selecting evidence and artifacts that reflect their pedagogical development and mastery.

Overview

To that end, we are asking interns, mentor teachers, and university supervisors to address the following objectives, which are modified versions of the InTASC Model "Core Teaching Standards." Interns must demonstrate mastery of all eight standards by the conclusion of their experiences and to be recommended for licensure.

- 1) The candidate understands **LEARNER DEVELOPMENT** by creating developmentally appropriate instruction that reflects varied approaches and resources and which makes appropriate adaptations for individuals and groups.
- 2) **THE LEARNING ENVIRONMENT** reflects a good rapport with students, smooth and appropriate pacing and transitions and effective management of the classroom.
- 3) **CONTENT KNOWLEDGE** is evidenced in the use of effective content-related strategies that clearly identify how concepts relate to one another and through the use of developmentally appropriate terminology and language.
- 4) Proficiency with the **APPLICATION OF CONTENT** is indicated when the candidate uses collaborative problem-solving as a way to explore content that includes learner-led activities, cross-curricular connections, and creative and critical thinking.
- 5) The candidate understands and uses multiple methods of **ASSESSMENT** to engage learners in their own growth, to monitor learner progress and to guide teacher and learner decision-making.

- 6) The candidate **PLANS FOR INSTRUCTION** that supports every learner in meeting rigorous learning goals by drawing upon knowledge of technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 7) The candidate understands and uses a variety of **INSTRUCTIONAL STRATEGIES** to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 8) The candidate engages in on-going **PROFESSIONAL LEARNING AND COLLABORATION**, seeking opportunities to expand one's own learning and to better serve students through work with other professionals.

*Note: InTASC Standards 1 and 2, **LEARNER DEVELOPMENT** and **LEARNER DIFFERENCES**, have been merged into a single standard, as have Standards 9 and 10, **PROFESSIONAL LEARNING** and **PROFESSIONAL COLLABORATION**.*

Overview

The portfolio is composed of two components: **Artifacts** from your internship that address the different standards above, each of which must be discussed and explained by in written **Annotations**. Over the course of the semester you will submit **three (3) artifacts** for each standard that demonstrate proficiency with each of the eight standards (totaling 24 examples) with the following conditions:

- At least two **artifacts** should be submitted each week. Artifacts can include ISL phases and observation forms from mentor teachers or university supervisors.
- The artifacts **must include** the examples listed below; however, the intern is also free to determine other artifacts and examples that they believe demonstrate proficiency with a standard.

Required Artifacts

An intern's portfolio must include the following in the final collection of a minimum of 24 distinct artifacts:

- **4 lesson plans** that the intern has implemented during an observation by the university supervisor. The lesson plans should be submitted to the mentor and university supervisor prior to the observation and should be annotated to explain how the plans address specific InTASC standards.
- **4 live or recorded teaching sessions** (may be 30-90 minutes in duration) to which the university supervisor has access and on which the university supervisor can provide feedback. The university supervisor will conduct a virtual debriefing with the intern and also provide written feedback on the observation. *Note: The intern does NOT have to write an annotation for these observations because the intern and supervisor should complete a post-observation debriefing after each observation.*
- **At least 2 samples of student work products with feedback**, accompanied by annotations explaining how InTASC standards are addressed by these artifacts.
- **At least 4 observation write-ups that include feedback from the mentor teacher**. These should be accompanied by written annotations from the student or by a video recording of the mentor/intern debriefing session.

Note: An artifact can apply to at most two standards, and each artifact must be accompanied by annotations that separately address each of the relevant standards.

Additional Artifacts

Interns may generate or identify other artifacts (products) of their own choosing and can also demonstrate proficiency with the InTASC standards through **experiences that are annotated and constitute an artifact**. These may include but are not limited to:

- Attending a team, department, or faculty meeting
- Taking part in an IEP meeting
- Providing after-school assistance to one or more students

Annotations should use the language of the InTASC standards and should be of sufficient length to describe and make the case for how the artifact or example demonstrates mastery of the particular standard (no less than 250 words).

Examples of Additional Artifacts

Here are some examples of what an intern may submit as additional artifacts:

Department Meeting and InTASC Standard 8

- An intern attends the opening department meeting in their school and uses this experience as an example of Standard 8, PROFESSIONAL LEARNING AND COLLABORATION. The intern writes a reflection on what they learned at this meeting and what they will consider for their future teaching as a result of the meeting.

Lesson Plan and InTASC Standard 1 and InTASC Standard 6

- An intern uploads a lesson plan (an artifact) for an observation completed by the university supervisor. The lesson involves a review of students' previous learning, an interactive discussion of a text students read for homework, and paired work on some follow-up questions. The lesson plan is uploaded under Standard 1, LEARNER DEVELOPMENT, and under Standard 6, PLANNING FOR INSTRUCTION. For each of the two standards (uploaded *twice*, once for each standard) the intern writes an annotation that explains how the lesson addresses the standard.

Observation by University Supervisor and InTASC Standard 2 and InTASC Standard 6

- A university supervisor observes the lesson mentioned in the previous example. The intern and the supervisor have a virtual meeting to discuss the observation during which the intern identifies one or more standards that they hoped were observed. The supervisor provides feedback during the meeting and then sends the intern the observation write-up, which includes the feedback discussed. The intern uploads the observation report as an artifact. For this particular lesson, the intern believes s/he has addressed Standard 2, LEARNING ENVIRONMENT, and Standard 4, APPLICATION OF CONTENT KNOWLEDGE. The interactive discussion with the students addresses Standard 2 (rapport with students, appropriate pacing) and the questions with which students grapple both in the discussion and in pairs reflect Standard 4 (critical thinking). Because there has been a conversation between intern and US and written feedback has been provided, no annotation is needed.

Student Work Sample and InTASC Standard 5

- An intern uploads a student paper (name removed) first in draft form with written teacher feedback and then in revised form. The intern believes that this addresses Standard 5, ASSESSMENT and Standard 3, Content Knowledge. The intern writes an annotation for each standard. For assessment, the intern might discuss how s/he decided on what aspects of the paper to focus in terms of providing feedback and why s/he used particular wording. For content knowledge, the intern might write about how the student's written thinking is unclear because they don't understand the concept of supply and demand. The intern might pinpoint comments that seek to clarify this concept and also the intern might refer the student to an article or text for review before revising the paper. A copy of the student's revised paper with sections highlighted could illustrate the effectiveness of the intern's feedback.

Additional Required Internship Assignments/Tasks

In addition to the submission of artifacts for each standard, the following assignments/tasks for internship:

- Completion of the **Impact on Student Learning Assignment (ISL)** project (to be completed in 4 phases), designed to measure impact on student learning and to document your collaboration with subject, grade, and school colleagues. The mentor teacher advises the intern about the project and its elements, and the university supervisor provides feedback during the ISL development and implementation processes and evaluates the final product using the ISL rubric. 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 Resources" 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.
- **Three triad meetings** between the intern, the mentor teacher, and the university supervisor.

1. The first meeting should occur (ideally) prior to the start of school. The university supervisor leads this meeting and reviews the internship requirements, calendar, and procedures for the semester, clarifying the roles of mentor teacher and university supervisor.
 2. A mid-semester meeting occurs to discuss the intern's progress and areas for growth. The intern, the mentor teacher, and the university supervisor will each complete the Mid-Term Reflection Form and speak from this at the meeting.
 3. A final meeting occurs in the last two weeks of the semester to discuss the intern's overall performance, again using the final reflection form.
- Interns and university supervisors will each complete separate **Disposition Surveys** at mid-term (in TK20).

University supervisors will complete the **InTASC rubric** (addressing the standards listed above) at the end of the semester (in TK20).

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 SEED 492/493/494/792/793/794/795, 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/policies-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/>.
- The Writing Center staff 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 (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/>.

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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel: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

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

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.

SEED 492/493/494/792/793/794/795 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, August 24th-December 4th; this calendar can be adjusted based on the school division calendars, with the approval of the Mentor, University Supervisor, SEED Clinical Coordinator, and SEED Lead Supervisor.
- 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.”
- At the end of the semester the Intern, Mentor, and Supervisor will complete an InTASC Reflection Form focused on the ten InTASC standards; 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 before a final grade can be submitted.

SEED INTERNSHIP CALENDAR FOR FALL 2020

WEEKLY PARTICIPANT ROLES & RESPONSIBILITIES

Note: Internship beginning and end dates may vary depending on school division calendars; with permission from the SEED Clinical Coordinator and/or Lead Supervisor, interns may officially start or conclude their internships earlier or later than the dates listed below.

Orange Tasks: Upload to EDCI 792/793/794/795 Blackboard Course. **Purple Tasks:** Completed on Bb **Blue Tasks:** Upload to TK20 on Blackboard Course

		TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
	WEEKLY TASKS	<ul style="list-style-type: none"> Track hours Communicate daily with MT and weekly w/ US Submit two artifacts weekly 	<ul style="list-style-type: none"> Observe and complete forms; advise on ISL Communicate daily with TC Communicate as needed with US 	<ul style="list-style-type: none"> Provide feedback on artifacts submitted Communicate weekly with TC Communicate as needed with MT
Acclimatizing + Observing	Week 1 <i>AUG 24-28</i>	<ul style="list-style-type: none"> Read Internship Handbook Access GMU Blackboard Org for SEED Participate in initial triad meeting with MT and US 	<ul style="list-style-type: none"> Access GMU Blackboard Org for SEED Complete Mentor Teacher Pay Form Read Internship and Mentor Handbooks 	<ul style="list-style-type: none"> Read Internship/US Handbook Arrange and lead introductory triad meeting
	INITIAL TRIAD MEETING Introductions, Semester Overview, and Roles and Responsibilities			
	Week 2 <i>AUG 31-SEP 4</i>	<ul style="list-style-type: none"> Submit two artifacts to BB Work on Impact on Student Learning (ISL) Phase I 	<ul style="list-style-type: none"> Introduce intern to students and have intern take on small tasks Talk with intern about ISL focus 	<ul style="list-style-type: none"> Comment on artifacts submitted
Week 3 <i>SEP 7-11</i>	<ul style="list-style-type: none"> Submit two artifacts to BB Work on Impact on Student Learning (ISL) Phase I 	<ul style="list-style-type: none"> Continue to integrate the intern into the classroom and work with them on the ISL 	<ul style="list-style-type: none"> Comment on artifacts submitted 	
Part-Time Direct Teaching	Week 4 <i>SEP 14-18</i>	<ul style="list-style-type: none"> Submit two artifacts to BB Work on ISL Phase I 	<ul style="list-style-type: none"> Continue to integrate the intern into the classroom and work with them on the ISL 	<ul style="list-style-type: none"> Comment on artifacts submitted
	Week 5 <i>SEP 21-25</i>	<ul style="list-style-type: none"> Complete and upload ISL Phase I Upload MT observation form to BB 	<ul style="list-style-type: none"> Complete Observation #1 using observation form 	<ul style="list-style-type: none"> Read and give feedback on ISL Phase I Comment on artifact submitted
	Week 6 <i>SEP 28-OCT 2</i>	<ul style="list-style-type: none"> Submit one artifact to BB Upload US observation (required artifact) Work on ISL Phase II Invite US for observation #1 	<ul style="list-style-type: none"> Turn over more responsibility to the intern Guide intern with work on ISL Phase II 	<ul style="list-style-type: none"> Observation #1 Comment on additional artifact submitted
	Week 7 <i>OCT 5-9</i>	<ul style="list-style-type: none"> Submit one artifact to BB Upload MT observation (required artifact) Work on ISL Phase II 	<ul style="list-style-type: none"> Complete Observation #2 	<ul style="list-style-type: none"> Comment on artifacts submitted
	Week 8 <i>OCT 12-16</i>	<ul style="list-style-type: none"> Submit one artifact to BB Upload US observation (required artifact) Work on ISL Phase II 	<ul style="list-style-type: none"> Prepare intern for taking over majority of direct teaching Support intern's work with ISL Phase II 	<ul style="list-style-type: none"> Observation #2 Comment on artifacts submitted

SEED INTERNSHIP CALENDAR FOR FALL 2020

Orange Tasks: Upload to EDCI 792/793/794/795 Blackboard Course. **Purple Tasks:** Completed on Bb **Blue Tasks:** Upload to TK20 on Blackboard Course

		TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)	
	WEEKS 8 – 9	<ul style="list-style-type: none"> Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting 	<ul style="list-style-type: none"> Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting 	<ul style="list-style-type: none"> Mid-term Triad Meeting – complete mid-term form and professional checklist and bring to meeting 	
Full-Time Direct Teaching	Week 9 <i>OCT 19-23</i>	<ul style="list-style-type: none"> Complete and upload ISL Phase II Complete candidate disposition survey on TK20 Attend mid-term triad meeting 	<ul style="list-style-type: none"> Attend mid-term triad meeting 	<ul style="list-style-type: none"> Read and give feedback on ISL Phase II Complete Candidate Disposition on TK20 Attend mid-term triad meeting 	
	Week 10 <i>OCT 26-30</i>	<ul style="list-style-type: none"> Submit one artifact to BB Upload MT observation (required artifact) Work on ISL Phase III 	<ul style="list-style-type: none"> Complete Observation #3 	<ul style="list-style-type: none"> Comment on artifacts submitted 	
	Week 11 <i>NOV 2-6</i>	<ul style="list-style-type: none"> Submit an artifact to BB Upload US observation (required artifact) Work on ISL Phase III 	<ul style="list-style-type: none"> Provide guidance for ISL Phase III 	<ul style="list-style-type: none"> Observation #3 Comment on artifact submitted 	
	Week 12 <i>NOV 9-13</i>	<ul style="list-style-type: none"> Complete and upload ISL Phase III Submit one artifact to BB 	<ul style="list-style-type: none"> Complete Observation #4 	<ul style="list-style-type: none"> Comment on ISL Phase III and additional artifact 	
	*Weeks 13-14 <i>NOV 16-20</i>	<ul style="list-style-type: none"> Submit two artifacts to BB Work on ISL Phase IV Invite US for observation #4 	<ul style="list-style-type: none"> Assist intern in completing ISL Phase IV 	<ul style="list-style-type: none"> Observation #4 Comment on artifact submitted 	
Transitioning Back to MT	Week 15 <i>NOV 23-27</i>	<ul style="list-style-type: none"> Submit two artifacts to BB Work on ISL Phase IV 	<ul style="list-style-type: none"> Complete Final Reflection Form to consider at Final Triad 	<ul style="list-style-type: none"> Comment on artifact submitted Complete Final Reflection Form to consider at Final Triad Complete online program evaluation 	
	FINAL EVALUATION TRIAD MEETING				
	Complete SEED Internship Evaluation Form, Sign all End-of-Course Forms				
	Week 16 <i>NOV 3-DEC 4</i>	<ul style="list-style-type: none"> Complete Final Reflection Form for Final Triad Complete online program evaluation Upload Final Reflection Forms to Blackboard Submit Final Impact on Student Learning (ISL) to Blackboard by Dec. 7; upload completed rubric to BB by Dec. 10 Upload cumulative record of hours log to BB Final day on internship of internship is Dec. 4 	<ul style="list-style-type: none"> Participate in final triad meeting Complete online program evaluation 	<ul style="list-style-type: none"> Send Verification Letter to MT Evaluate ISL and send to intern for upload to BB Complete InTASC Evaluation rubric in TK20 Submit Candidate Final Grade to the subject matter lead professor 	

Intern Portfolio Record

(To be used by the intern to track artifacts collected/submitted across the semester)

NOTE: All artifacts should have accompanying annotations explaining how they address the chosen standard.

Standard	Artifact 1	Artifact 2	Artifact 3
1. Planning DEVELOPMENTALLY APPROPRIATE INSTRUCTION that reflects varied approaches and resources and which makes appropriate adaptations for individuals and groups.			
2. THE LEARNING ENVIRONMENT reflects a good rapport with students, smooth and appropriate pacing and transitions and effective management of the classroom.			
3. CONTENT KNOWLEDGE is evidenced in the use of effective content-related strategies that clearly identify how concepts relate to one another and through the use of developmentally appropriate terminology and language.			
4. Proficiency with the APPLICATION OF CONTENT is indicated when the candidate uses collaborative problem-solving as a way to explore content that includes learner-led activities, cross-curricular connections, and creative and critical thinking.			
5. The candidate understands and uses multiple methods of ASSESSMENT to engage learners in their own growth, to monitor learner progress and to guide teacher and learner decision-making.			
6. The candidate PLANS FOR INSTRUCTION that supports every learner in meeting rigorous learning goals by drawing upon knowledge of technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
7. The candidate understands and uses a variety of INSTRUCTIONAL STRATEGIES to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
8. The candidate engages in on-going PROFESSIONAL LEARNING AND COLLABORATION , seeking opportunities to expand one’s own learning and to better serve students through work with other professionals.			

SAMPLE
Intern Portfolio Record

Standard	Artifact 1	Artifact 2	Artifact 3
1. Planning DEVELOPMENTALLY APPROPRIATE INSTRUCTION that reflects varied approaches and resources and which makes appropriate adaptations for individuals and groups.	Mentor teacher observation form that indicates differentiated assignments based on ability grouping for a concept development lesson on supply and demand		
2. THE LEARNING ENVIRONMENT reflects a good rapport with students, smooth and appropriate pacing and transitions and effective management of the classroom.	Recording of class discussion on 9/17		
3. CONTENT KNOWLEDGE is evidenced in the use of effective content-related strategies that clearly identify how concepts relate to one another and through the use of developmentally appropriate terminology and language.	Lesson observed by MT on 9/22		

Intern Portfolio Required Artifact Record

(To be used by the intern to track required artifacts collected/submitted across the semester)

Required Artifact	Date Submitted	Date Submitted	Date Submitted	Date Submitted
4 lesson plans submitted to university supervisor				
4 live/recorded teaching sessions observed by the university supervisor and documented via observation form				
4 recorded conversations with and/or written feedback from the mentor teacher's observation				
2 samples of student work with feedback				

