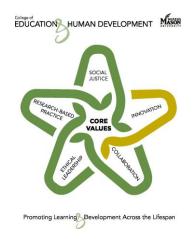**George Mason University**
**College of Education and Human Development**
**Secondary Education Program**

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



**Key Information**
Lead English Instructor: Kristien Zenkov, PhD, Professor
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My University Supervisor:

Phone:

Email:

**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) Spring 2021 interns will be teaching primarily or entirely online, 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 and the necessary turn to online instructional, the SEED program will rely on a portfolio system for supervision of interns, 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**.*

Portfolio Overview
The portfolio is composed of:
- observation records from the mentor teacher (MT) and the university supervisor (US),
- four lesson plans submitted prior to the US observations,
- reflections from the intern, MT, and US at mid-term and at the end of the internship,
- the Impact on Student Learning (ISL) project,
- the cumulative log of hours,
- weekly reflections on burning issues and salient topics.

All of these assessments will be uploaded to Blackboard by the intern, and reviewed, commented on and submitted by the university supervisor.

*Reflections*
These should be submitted weekly (except during weeks when phases of the ISL are due). The focus of the reflection is the choice of the intern – a burning issue or salient concern for the week. The intern should write thoughtfully about the issue (in approximately 500 words), referencing at least one InTASC standard and including a relevant artifact.

Interns should generate or identify artifacts (products) of their own choosing that relate to their reflection topic and which also demonstrate proficiency with the InTASC standards. These may include but are not limited to:
- Notes from a team, department, or faculty meeting
- Taking part in an IEP meeting
- Providing after-school assistance to one or more students
- Lesson and/or unit plans
- Slides from a lesson
- Intern-designed handouts and assignments for students
- Photographs
- Guided asynchronous lessons
- Recordings of teaching (clips)
- Intern-constructed assessments such as tests and rubrics
- Exit slips
- Samples of student work with teacher feedback

*Examples of Additional Artifacts*
Here are more detailed examples of what an intern may submit as additional artifacts:

*Example 1*
An intern attends a department meeting 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 as a result of the meeting. The artifacts included are a copy of the intern's notes and the agenda for the meeting.

*Example 2*
An intern is experimenting with how to set up students to collaborate in break-out rooms and discusses how they attempted to establish ability-based groups in the reflection. This speaks to InTASC standard #1 Learner Development and Learner Differences, so the intern references the strategy of differentiation. The artifact might be a formative assessment that results from the groups' collaboration.

*Example 3*
After reviewing a set of papers, the intern is thinking about how they have assessed them and whether they have offered meaningful feedback. They upload a student paper (name removed), first in draft form with written teacher feedback and then in revised form as artifacts to address standard 5 - Assessment and standard 3 content knowledge. In the reflection, the intern addresses assessment by discussing how they decided on what aspects of the paper to focus in terms of providing feedback and why they used particular wording. For content knowledge, the intern writes 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 must be completed and submitted to Blackboard:
- Hours Log
- Dispositions Self-Assessment
- InTASC Final Evaluation
- **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)
- 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**

| 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, January $19^{th}$ – May $7^{th}$ 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 SPRING 2021

**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 SEED 492/493/494/792/793/794/795 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** | • Track hours<br>• Communicate daily with MT and weekly w/ US<br>• **Submit a reflection or ISL component weekly** | • Observe and complete forms; advise on ISL<br>• Communicate daily with TC<br>• Communicate as needed with US | • Provide feedback on reflections submitted<br>• Communicate weekly with TC<br>• Communicate as needed with MT |
| **Acclimatizing + Observing** | **Week 1**<br>*JAN 19-22* | • Read Internship Handbook<br>• Access GMU Blackboard Org for SEED<br>• Participate in initial triad meeting with MT and US<br>• Submit reflection #1 | • Access GMU Blackboard Org for SEED<br>• Complete Mentor Teacher Pay Form<br>• Read Internship and Mentor Handbooks<br>• Introduce intern to students and have intern take on initial tasks | • Read Internship/US Handbook<br>• Arrange and lead introductory triad meeting<br>• Comment on reflection #1 |
| | | **INITIAL TRIAD MEETING**<br>Introductions, Semester Overview, and Roles and Responsibilities | | |
| | **Week 2**<br>*JAN 25-29* | • Submit reflection #2<br>• Work on Impact on Student Learning (ISL) Phase I | • Gradually give intern more responsibility<br>• Talk with intern about ISL focus | • Comment on reflection #2 |
| | **Week 3**<br>*FEB 1-5* | • Submit reflection #3<br>• Work on Impact on Student Learning (ISL) Phase I | • Continue to integrate the intern into the classroom and work with them on the ISL | • Comment on reflection #3 |
| **Part-Time Providing Instruction** | **Week 4**<br>*FEB 8-12* | • Submit reflection #4<br>• Work on ISL Phase I | • Continue to integrate the intern into the classroom and work with them on the ISL | • Comment on reflection #4 |
| | **Week 5**<br>*FEB 15-19* | • Complete and upload ISL Phase I<br>• Upload MT observation form #1 to BB | • Complete observation #1 using observation form | • Read and give feedback on ISL Phase I |
| | **Week 6**<br>*FEB 22-26* | • Submit reflection #5<br>• Upload US observation #1<br>• Work on ISL Phase II | • Turn over more responsibility to the intern<br>• Guide intern with work on ISL Phase II | • Observation #1<br>• Comment on reflection #5 |
| | **Week 7**<br>*MAR 1-5* | • Submit reflection #6<br>• Upload MT observation #2<br>• Work on ISL Phase II | • Complete Observation #2<br>• Turn over more responsibility to the intern | • Comment on reflection #6 |
| | **Week 8**<br>*MAR 8-12* | • Submit reflection #7<br>• Upload US observation #2<br>• Work on ISL Phase II | • Prepare intern for taking over majority of teaching<br>• Support intern's work with ISL Phase II | • Observation #2<br>• Comment on reflection #7 |

## SEED INTERNSHIP CALENDAR FOR SPRING 2021

**Orange Tasks:** Upload to SEED 492/493/494/792/793/794/795 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** | • **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 Providing Instruction** | **Week 9** *MAR 15-19* | • **Complete and upload ISL Phase II**<br>• **Complete Disposition Self-Assessment on TK20**<br>• Attend mid-term triad meeting | • Attend mid-term triad meeting | • **Read and give feedback on ISL Phase II**<br>• **Complete Candidate Disposition Assessment on TK20**<br>• Lead mid-term triad meeting |
| | **Week 10** *MAR 22-26* | • **Submit reflection #8**<br>• **Upload MT observation #3**<br>• Work on ISL Phase III | • Complete observation #3 | • **Comment on reflection #8** |
| | **Week 11** *MAR 29-APR 2* | • School divisions' spring break (approximate) | • School divisions' spring break (approximate) | • School divisions' spring break (approximate) |
| | **Week 12** *APR 5-9* | • **Upload US observation #3**<br>• **Complete and upload ISL Phase III** | • Provide guidance for ISL Phase III | • Observation #3<br>• **Comment on ISL Phase III** |
| | **Weeks 13** *APR 12-16* | • **Submit reflection #9**<br>• Work on ISL Phase IV<br>• Upload MT observation #4 | • Complete observation #4<br>• Assist intern in completing ISL Phase IV | • **Comment on reflection #9** |
| **Transitioning Back to MT** | **Week 14** *APR 19-23* | • **Submit reflection #10**<br>• **Upload US observation #4**<br>• Work on ISL Phase IV | • Continue to guide intern with ISL work | • Observation #4<br>• **Comment on reflection #10** |
| | **Week 15** *APR 26-30* | • **Submit reflection #11**<br>• Work on ISL Phase IV | • Continue to guide intern with ISL work | • **Comment on reflection #11** |
| | **WEEK 16** *MAY 3-7* | • Complete **Final Reflection Form** for final triad<br>• Complete **online program evaluation**<br>• **Upload Final Reflection Forms to Blackboard**<br>• **Submit Final Impact on Student Learning (ISL) to Blackboard by May 10; upload completed rubric to BB by May 12**<br>• **Upload cumulative record of hours log to BB as of May 7** | • Help intern to transition classes back to you<br>• Complete final reflection form and participate in final triad meeting<br>• Complete **online program evaluation by May 10** | • **Evaluate ISL and send rubric to intern for upload by May 12**<br>• **Complete InTASC rubric in TK20 by May 10**<br>• Complete online program evaluation by May 10<br>• **Submit Candidate Final Grade to the subject matter lead professor by May 13** |

**Contact and Schedule Information**

<div align="center"><strong>Intern Contact Information</strong></div>

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

<div align="center"><strong>Mentor Teacher Contact Information</strong></div>

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

<div align="center"><strong>Class schedule</strong></div>

*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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