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

SEED 492/792 (001), "Internship in Secondary Education" (6 Credits)

Key Information
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My University Supervisor:

Phone:

Email:

Pre-Requisite(s)/Co-Requisite(s)
SEED 422/522, SEED 440/540, EDRD 419/619, SEED 469/569, SEED 479/669; students enrolled in SEED 492/792 must also enroll in SEED 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.

The Secondary Education (SEED) Program "Seeds"
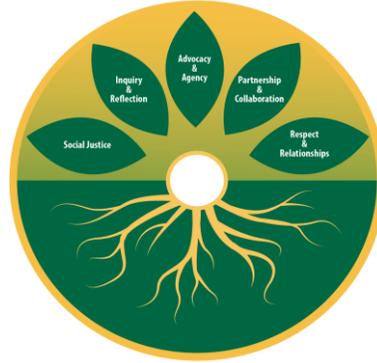
As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses ("Foundations," Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
"Foundations of Secondary Education"	**"Advocacy and Agency"** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	**Multi-Genre Blog** The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate's teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate's understanding of why and how they will advocate for their students' well-being and success and help their students develop greater agency in school and beyond.
Methods I	**"Social Justice"** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability integrate justice concepts/content into their instruction.

"Human Development and Learning"	**"Relationships with and Respect for Youth"** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success.
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.
Content Literacy	**"Collaboration and Partnership"** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

Required Texts
There are no required texts for this course.

Assignments
All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this fall on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

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, working with small groups of students, making reports, reading announcements, helping a student who has been absent, arranging 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) and/or teacher research project 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
The SEED program relies on a portfolio system for the supervision of interns, allowing interns to have greater agency and involvement in selecting evidence and artifacts that reflect their pedagogical development and mastery.

Overview
Interns must 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.

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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**.*

In addition, interns must address all five SEED "Seeds" (listed above), demonstrating deep conceptual understandings of and identifying applications to their teaching of the Seeds (in a manner they determine) during internship.

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—or, if you enrolled in SEED 675, our teacher research course, ahead of internship, your teacher research project with elements of the ISL integrated into this 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 one SEED Seed, 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 and the SEED Seeds. 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 and of the "Collaboration and Partnership" Seed. 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 small groups and discusses how they attempted to establish ability-based groups in the reflection. This speaks to InTASC standard #1 Learner Development and Learner Differences and to the "Relationships with and Respect for Youths" Seed, 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, standard 3 content knowledge, and the "Inquiry and Reflection" Seed. 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/VIA for assessment. *Note: If you enrolled in SEED 675, our teacher research course, ahead of internship, your teacher research project (with integrated elements of the ISL) is substituted for the complete ISL.*
- 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 VIA).

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

VIA Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For SEED 492/493/494/496/792/793/794/795/796, 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

- More information about VIA can be found at https://cehd.gmu.edu/aero/assessments/. Questions can be directed to viahelp@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 492/493/494/496792/793/794/795/796 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 23rd – December 3rd; 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/VIA (at which time a final grade can be submitted)
- The final/end-of semester InTASC Rubric will be completed by the Supervisor in Blackboard/VIA.
- 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 2021

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

Orange tasks: Upload to Blackboard course.   Purple tasks: Completed on Blackboard   Blue tasks: Completed in VIA on Blackboard

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
Acclimatizing and Observing	WEEKLY TASKS	• Track hours • Communicate daily with MT and weekly with US • Submit a reflection or phase of the ISL weekly	• Observe and complete forms • Advise on ISL • Communicate as needed with US	• Provide feedback on reflections and ISL • Communicate weekly with TC • Communicate as needed with MT
	WEEK 1 Aug. 23-27	• Read internship handbook • Access Blackboard SEED org. • Participate in initial triad meeting • Submit reflection #1	• Complete MT pay forms • Introduce intern to students and have intern take on initial tasks • Access Blackboard SEED org. • Participate in initial triad meeting	• Review internship/US handbook • Arrange and lead intro. triad meeting • Comment on reflection #1 in BB
	WEEK 2 Aug. 30-Sept. 3	• Work on phase 1 of ISL • Submit reflection #2	• Talk with intern about ISL focus • Gradually give intern more responsibility	• Comment on reflection #2
	WEEK 3 Sept. 6 - 10	• Work on phase 1 of ISL • Submit reflection #3	• 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 Sept. 13 - 17	• Work on phase 1 of ISL • Submit reflection #4	• Complete observation #1 using observation form	• Comment on reflection #3 and MT observation
	WEEK 5 Sept. 20-24	• Submit ISL phase 1 • Submit lesson plan to US	• Turn over more responsibility to the intern • Guide intern with ISL, phase 2	• Complete observation #1 • Provide feedback on ISL phase 1
	WEEK 6 Sept. 27 -Oct. 1	• Submit reflection #5 • Upload US observation form • Work on phase 2 of the ISL	• Complete observation #2 • Turn over more responsibility to the intern • Guide intern with ISL, phase 2	• Comment on reflection #5 and MT observation
	WEEK 7 Oct. 4 – 8	• Submit reflection #6 • Submit lesson plans for US • Work on phase 2 of the ISL	• Turn over more responsibility to the intern	• Complete observation # 2 • Comment on reflection #6

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Orange tasks: Upload to Blackboard course.   Purple tasks: Completed on Blackboard   Blue tasks: Completed in VIA on Blackboard

	Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
Full-Time Providing Instruction	WEEK 8 Oct. 11-15	• Upload US observation • Continue to work on ISL phase 2 • Reflect on progress and participate in mid-term triad meeting • Complete dispositions survey in VIA	• Reflect on intern's progess using mid-term form and attend triad meeting	• Reflect on intern's progress using mid-term reflection form • Lead mid-term triad meeting • Complete dispositions survey in VIA
	WEEK 9 Oct. 18 – 22	• Submit phase 2 of the ISL • Upload mid-term reflection forms	• Complete observation #3 • Guide intern work on ISL phase 3	• Comment on phase 2 of the ISL • Comment on MT and intern reflection forms
	WEEK 10 Oct. 25 – 29	• Work on phase 3 of ISL • Submit reflection #7	• Continue to guide intern on lesson plans, ISL	• Comment on reflection #7
	WEEK 11 Nov. 1 – 5	• Work on phase 3 of ISL • Submit reflection #8 • Submit lesson plans for US	• Continue to guide intern on lesson plans, ISL	• Complete observation #3 • Comment on reflection # 8
	WEEK 12 Nov. 8 – 12	• Complete and upload phase 3 of the ISL • Upload US observation #3	• Complete observation #4	• Comment on ISL phase 3
	WEEK 13 Nov. 15 – 19	• Submit reflection #9 • Upload MT observation form • Upload lesson plans for US • Work on phase 4 of the ISL	• Assist intern in completing ISL phase 4	• Comment on reflection #9 and MT observation • Complete observation #4
	WEEK 14 Nov. 22 – 25 Thanksgiving week	• Work on phase 4 of the ISL	• Continue to provide daily guidance, informal feedback and ISL conversation	• Schedule final triad meeting for next week
Transitioning Back to MT	WEEK 15 Nov. 29-Dec. 3	• Complete final reflection form and attend final triad • Upload final reflection forms to BB • Submit complete ISL to BB no later than Dec. 6. • Upload cumulative hours by Dec. 7 • Upload ISL rubric by Dec. 9	• Help intern to transition classes back to you • Complete final reflection form and attend final triad meeting • Complete online program evaluation by Dec. 6	• Evaluate ISL and send rubric to intern for upload by Dec. 8 • Complete InTasc rubric in VIA by Dec. 8 • Complete online program evaluation by Dec. 6 • Submit Candidate final grade to the subject professor by Dec. 9.

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