

**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: _____

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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

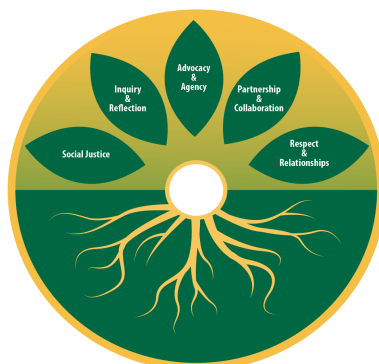
In addition, students should have an understanding of and be able to apply the teaching and learning standards as outlined by the National Council of Teacher of English (NCTE):

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
<p style="text-align: center;">“Foundations of Secondary Education”</p>	<p style="text-align: center;">“Advocacy and Agency”</p> <p>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.</p>	<p style="text-align: center;">Multi-Genre Blog</p> <p>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.</p>
<p style="text-align: center;">Methods I</p>	<p style="text-align: center;">“Social Justice”</p> <p>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,</p>	<p style="text-align: center;">Lesson Plan</p> <p>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.</p>

<p>“Human Development and Learning”</p>	<p>“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.</p>	<p>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</p>
<p>Methods II</p>	<p>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.</p>	<p>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.</p>
<p>Content Literacy</p>	<p>“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.</p>	<p>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.</p>
<p>Internship and Internship Seminar</p>	<p>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.</p>	
<p>Teacher Research (for Master’s students only)</p>	<p>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)</p>	

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 spring 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 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 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 teacher **understands how learners grow and develop**, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of **individual differences** and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **The learning environment** reflects a good rapport with students, smooth and appropriate pacing and transitions and effective management of the classroom.
4. **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.
5. 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.
6. 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.
7. 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.
8. 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.
9. The teacher engages in ongoing **professional learning** and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate opportunities to take responsibility for student learning, through **collaboration** with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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,
- reflection responses to prompts and observations

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

Reflections

Depending on whether the student is a traditional or on-the-job intern, prompts are provided at the beginning of the semester for reflection. After observations from the mentor teacher and the university supervisor, interns will write reflections in response to the “Questions to Reflect On” posed by the observer. Reflections should be thoughtful examinations of one’s own practice in the neighborhood of 300 to 500 words.

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
- Supervisor Assessment of Intern 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

- 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](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 492/493/494/496792/793/794/795/796 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.

Overview of Assignments for SEED Traditional Internships, Spring 2022

Generally, teacher candidates will upload one assignment per week to the Blackboard course site. In most, but not all cases, students will have an artifact to upload and will also write an accompanying reflection on that artifact.

- **Week 1** – As you are acclimatizing to and observing the classroom, this first week is a good time to take note of the **learning environment** that the teacher has created. Learning environment refers to the physical space (e.g. how desks are arranged, what is on the walls), the rapport between the teacher and the students as well as the sense of community within the group, the quality of engagement in learning on the part of students, and the opportunities for a variety of learning experiences (e.g. individual, collaborative). Upload a photo or document that speaks to some aspect of learning environment and then write an accompanying reflection of 300 to 500 words in which you discuss what you have observed about this learning environment.
- **Week 2** – As you begin to think about planning your lessons, you should observe and discuss with the classroom teacher how s/he makes decisions in planning for lessons. Write a reflection of 300 to 500 words in which you discuss how the classroom teacher has made planning decisions in a current or upcoming lesson or sequence of lessons. Upload an artifact along with the reflection that connects to the teacher’s planning. (E.g. a calendar, a pre or post assessment, a unit overview with learning goals).
- **Week 3** – You will upload phase 1 of the ISL (Impact on Student Learning Assignment) as an artifact, accompanied by a separate reflection (300 – 500 words) in which you discuss the implications of what you have learned about the school culture and student body. In other words, how will this information affect what you plan, teach and assess? If you are continuing your research from SEED 675, you should upload the corresponding work.
- **Week 4** – You will upload the mentor teacher’s first observation form and write answers to the “questions to reflect on” that the mentor teacher has posed. You will also upload a lesson plan for the university supervisor’s first observation, using the [SEED Lesson Plan Template available in the SEED Blackboard Org Site](#).
- **Week 5** - You will upload the university supervisor’s first observation form and write answers to the “questions to reflect on” that the U.S. has posed.
- **Week 6** – You will upload phase 2 of the ISL or the corresponding work for SEED 675.
- **Week 7** – You will upload the mentor teacher’s second observation form and write answers to the “questions to reflect on” that the mentor teacher has posed. You will also upload a lesson plan for the university supervisor’s second observation.
- **Week 8** – You will upload the US observation form from the second observation. You will reflect on your growth to date by completing the mid-term reflection form, acknowledging and responding to the US’s “questions to reflect on” from observation #2 [as part of this reflection](#) under the appropriate standard(s).
- **Week 9** – You will upload the mentor teacher’s third observation form and write answers to the “questions to reflect on” that the mentor teacher has posed.
- **Week 10** – You will upload a **lesson plan** for the university supervisor’s third observation. The lesson plan should be accompanied by a reflection that expands on one of the following aspects of the plan: context (Discuss how this lesson fits into a larger sequence of lessons or a unit), accommodations and extensions (What modifications are made to accommodate students with special learning needs or those who will likely need a greater challenge?), or assessment (How is the assessment you are using going to reflect whether students have learned what you have taught?).
- **Week 11** - You will upload the university supervisor’s third observation form and write answers to the “questions to reflect on” that the U.S. has posed.
- **Week 12** – You will upload phase 3 of the ISL or the corresponding phase of research for SEED 675.
- **Week 13** – You will upload the mentor teacher’s fourth observation form and write answers to the “questions to reflect on” that the mentor teacher has posed. You will also upload a lesson plan for the supervisor’s final observation.
- **Week 14** – You will upload the university supervisor’s fourth observation form. You will reflect on your growth since the mid-term triad meeting by completing the final reflection form, acknowledging and responding to the US’s “questions to reflect on” from observation #4 as part of this reflection.
- **Week 15** – The completed ISL must be uploaded no later than Monday of this week. The TC will have also submitted the cumulative log of hours and the reflection forms from the final triad meeting. If a TC is completing work for SEED 675, s/he will submit the final paper to the research professor directly.

Overview of Assignments for SEED On-the-Job Internships, Spring 2022

Generally, teacher candidates will upload one assignment per week to the Blackboard course site. In most, but not all cases, students will have an artifact to upload and will also write an accompanying reflection on that artifact.

- **Week 1** – As an on-the-job teacher candidate, you will have already spent several months working with your students, getting to know colleagues and curriculum and creating a learning environment. For this first week, review the InTASC standards, identifying several areas in which you would like to grow during this internship. In other words, this is an opportunity for you to share with your supervisor the areas in which you would most like feedback and support. Discuss these goals in the context of your teaching experience thus far.
- **Week 2** – Upload a lesson plan for your university supervisor’s first visit using the lesson plan template found on The SEED resources site on Blackboard. After the observation, upload university supervisor observation #1 and write a reflection in which you respond to “Questions to Reflect On” from the observation form.
- **Week 3** – Upload phase 1 of the ISL (Impact on Student Learning Assignment) as an artifact, accompanied by a separate reflection (300 – 500 words) in which you discuss the implications of what you have learned about the school culture and student body. In other words, how will this information affect what you plan, teach and assess? If you are continuing your research from SEED 675, you should upload the corresponding work.
- **Week 4** – Upload the mentor teacher’s first observation form and write answers to the “questions to reflect on” that the mentor teacher has posed. The TC will also upload a lesson plan for the university supervisor’s second observation.
- **Week 5** - The teacher candidate will upload the university supervisor’s second observation form and write answers to the “questions to reflect on” that the U.S. has posed.
- **Week 6** – Upload the mentor teacher’s second observation form and write answers to the “questions to reflect on” that the mentor teacher has posed.
- **Week 7** – Upload phase 2 of the ISL or the corresponding work for SEED 675. The TC will also upload a lesson plan for the university supervisor’s second observation.
- **Week 8** – Upload the US observation form from the second observation, reflecting on your growth to date by completing the mid-term reflection form, acknowledging and responding to the US’s “questions to reflect on” from observation #3 as part of this reflection under the appropriate standard(s). You should upload the mid-term reflection forms of the MT and US in addition to your own.
- **Week 9** – Upload the mentor teacher’s third observation form and write answers to the “questions to reflect on” that the mentor teacher has posed.
- **Week 10** – Upload a lesson plan for the university supervisor’s fourth observation. After the US has observed, you should upload the observation with a reflection that responds to “Questions to Reflect On.”
- **Week 11** - The teacher candidate will upload the university supervisor’s fourth observation form and write answers to the “questions to reflect on” that the U.S. has posed.
- **Week 12** – The teacher candidate will upload phase 3 of the ISL or the corresponding phase of research for SEED 675.
- **Week 13** - Upload the mentor teacher’s fourth observation form and write answers to the “questions to reflect on” that the mentor teacher has posed.
- **Week 14** – You will reflect on your growth since the mid-term triad meeting and movement towards the goals you established in week 1 by completing the final reflection form.
- **Week 15** – The completed ISL must be uploaded no later than Monday of this week. You will also submit the cumulative log of hours and the reflection forms from the final triad meeting. If you are completing work for SEED 675, you will submit the final paper to the research professor directly.

SEED TRADITIONAL INTERNSHIP CALENDAR FOR SPRING 2022

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. NOTE: Spring breaks vary among school systems.

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	<ul style="list-style-type: none"> Track hours Communicate daily with MT and weekly with US Submit a reflection, lesson plan or phase of the ISL weekly 	<ul style="list-style-type: none"> Observe and complete forms Advise on ISL Communicate as needed with US 	<ul style="list-style-type: none"> Provide feedback on reflections, MT observations and ISL Communicate weekly with TC Communicate as needed with MT
	WEEK 1 Jan. 24 - 28	<ul style="list-style-type: none"> Read internship handbook Access Blackboard SEED org. Participate in initial triad meeting Work on phase 1 of ISL Submit reflection on learning environment 	<ul style="list-style-type: none"> Complete MT pay forms Introduce intern to students and have intern take on initial tasks Access Blackboard SEED org. Participate in initial triad meeting 	<ul style="list-style-type: none"> Review internship/US handbook Arrange and lead intro. triad meeting Comment on reflection on learning environment in BB
	WEEK 2 Jan. 31 – Feb. 4	<ul style="list-style-type: none"> Work on phase 1 of ISL Submit reflection on planning 	<ul style="list-style-type: none"> Talk with intern about ISL focus Gradually give intern more responsibility 	<ul style="list-style-type: none"> Comment on reflection on planning
	WEEK 3 Feb. 7 - 11	<ul style="list-style-type: none"> Submit phase 1 of the ISL/research accompanied by a reflection 	<ul style="list-style-type: none"> Continue to integrate the intern into the classroom and work with them on the ISL Complete observation #1 using observation form 	<ul style="list-style-type: none"> Provide feedback on ISL/research phase 1
Part-time Providing Instruction	WEEK 4 Feb. 14 - 18	<ul style="list-style-type: none"> Work on phase 2 of ISL Upload MT observation #1 with response to questions to reflect on Submit lesson plan for US 	<ul style="list-style-type: none"> Continue to provide daily feedback and opportunities for spot and co-teaching 	<ul style="list-style-type: none"> Comment on MT observation #1 Conduct observation #1
	WEEK 5 Feb. 21 - 25	<ul style="list-style-type: none"> Work on phase 2 of the ISL Upload US observation #1 with response to questions to reflect on 	<ul style="list-style-type: none"> Turn over more responsibility to the intern Guide intern with ISL, phase 2 	<ul style="list-style-type: none"> Comment on observation reflections
	WEEK 6 Feb. 28 – Mar. 4	<ul style="list-style-type: none"> Submit phase 2 of the ISL/research 	<ul style="list-style-type: none"> Complete observation #2 Turn over more responsibility to the intern Guide intern with ISL, phase 2 	<ul style="list-style-type: none"> Comment on ISL/research phase 2

SEED TRADITIONAL INTERNSHIP CALENDAR FOR SPRING 2022

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 7 Mar. 7 - 11	<ul style="list-style-type: none"> Submit lesson plans for US Upload MT observation 2 with response to reflection questions Work on phase 3 of the ISL 	<ul style="list-style-type: none"> Turn over more responsibility to the intern Guide the intern as s/he takes over 	<ul style="list-style-type: none"> Complete observation # 2 Comment on MT observation #2 	
	WEEK 8 Mar. 14 -18	<ul style="list-style-type: none"> Upload US observation #2 Reflect on progress and participate in mid-term triad meeting Upload mid-term reflection forms Complete dispositions survey through VIA link in Blackboard 	<ul style="list-style-type: none"> Reflect on intern's progress using mid-term form and attend triad meeting Complete dispositions survey through link provided by the US 	<ul style="list-style-type: none"> Reflect on intern's progress using mid-term reflection form in triad meeting Comment on MT and intern reflection forms Complete dispositions survey through VIA link in Blackboard 	
	WEEK 9 Mar. 21 - 25	<ul style="list-style-type: none"> Continue to work on ISL phase 3 Upload MT observation #3 with response to reflection questions 	<ul style="list-style-type: none"> Complete observation #3 Guide intern work on ISL phase 3 	<ul style="list-style-type: none"> Comment on MT observation #3 	
	WEEK 10 Mar. 28 – Apr. 1	<ul style="list-style-type: none"> Work on phase 3 of ISL Upload lesson plan for US 	<ul style="list-style-type: none"> Continue to guide intern on lesson plans, ISL 	<ul style="list-style-type: none"> Complete observation #3 	
	SPRING BREAK IN FCPS, Henrico – Apr. 4 – 8 SPRING BREAK IN PWCS, LCPS – Apr. 11 – 15 SPRING BREAK IN Stafford – Apr. 15 - 18				
	WEEK 11 FCPS Apr. 11-15 PWCS Apr. 4 - 8	<ul style="list-style-type: none"> Work on phase 3 of ISL Upload US observation #3 with response to reflection questions 	<ul style="list-style-type: none"> Continue to guide intern on lesson plans, ISL 	<ul style="list-style-type: none"> Respond to reflections on observation 	
	WEEK 12 Apr. 18 - 22	<ul style="list-style-type: none"> Complete and upload phase 3 of the ISL 	<ul style="list-style-type: none"> Complete observation #4 	<ul style="list-style-type: none"> Provide feedback on ISL phase 3 	
WEEK 13 Apr. 25 -29	<ul style="list-style-type: none"> Work on phase 4 of the ISL Upload MT observation #4 with response to reflection questions; upload lesson plan for US 	<ul style="list-style-type: none"> Assist intern in completing ISL phase 4; work with intern to transition classes back by end of week 14 	<ul style="list-style-type: none"> Comment on MT observation 4 Complete observation #4 Schedule final triad meeting for next week 		
Transitioning Back to MT	WEEK 14 May 2 - 6	<ul style="list-style-type: none"> Complete teaching and transition classes back to MT Complete final reflection form and attend final triad and upload final reflection forms to BB Submit complete ISL/research to BB no later than May 9; upload ISL rubric by May 12 Upload cumulative hours by May 9 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Complete online program evaluation (link sent by US) by May 12 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Evaluate ISL and send rubric to intern for upload by May 12 Complete InTasc rubric in VIA Complete online program evaluation by May 12 Submit Candidate final grade by May 13 	

SEED ON-THE-JOB INTERNSHIP CALENDAR FOR SPRING 2022

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. NOTE: Spring breaks vary among school districts.

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)
WEEK 1 Jan. 24 - 28	<ul style="list-style-type: none"> Participate in initial triad meeting Work on phase 1 of ISL Identify several goals for the internship and write a reflection discussing these goals. 	<ul style="list-style-type: none"> Complete MT pay forms Access Blackboard SEED org. Participate in initial triad meeting 	<ul style="list-style-type: none"> Review internship/US handbook Arrange and lead intro. triad meeting Comment on goals reflection in BB
WEEK 2 Jan. 31 – Feb. 4	<ul style="list-style-type: none"> Work on phase 1 of ISL Submit lesson plan to US Upload US observation #1, writing a reflection that responds to the US “questions to reflect on” 	<ul style="list-style-type: none"> Meet once or twice weekly with intern to discuss plans, activities, learning goals Advise on the ISL or research 	<ul style="list-style-type: none"> Complete observation #1 Respond to reflection on observation
WEEK 3 Feb. 7 - 11	<ul style="list-style-type: none"> Submit phase 1 of the ISL 	<ul style="list-style-type: none"> Complete observation #1 using observation form 	<ul style="list-style-type: none"> Provide feedback on ISL phase 1
WEEK 4 Feb. 14 - 18	<ul style="list-style-type: none"> Work on phase 2 of ISL Upload MT observation form, writing a reflection that responds to the MT “questions to reflect on” Submit lesson plan to US 	<ul style="list-style-type: none"> Meet once or twice weekly with intern to discuss plans, activities, learning goals Advise on the ISL or research 	<ul style="list-style-type: none"> Complete observation #2 Comment on MT observation 1
WEEK 5 Feb. 21 – 25	<ul style="list-style-type: none"> Upload US observation form, writing a reflection that responds to the US “questions to reflect on” Work on phase 2 of the ISL 	<ul style="list-style-type: none"> Guide intern with ISL, phase 2 Meet once or twice weekly with intern to discuss plans, activities, learning goals 	<ul style="list-style-type: none"> Comment on reflection to observation
WEEK 6 Feb. 28 – Mar. 4	<ul style="list-style-type: none"> Upload MT observation form, writing a reflection that responds to the MT “questions to reflect on” 	<ul style="list-style-type: none"> Complete observation #2 Guide intern with ISL, phase 3 	<ul style="list-style-type: none"> Comment on MT observation #2 and reflection
WEEK 7 Mar. 7 - 11	<ul style="list-style-type: none"> Submit lesson plans for US Submit phase 2 of the ISL Work on phase 3 of the ISL 	<ul style="list-style-type: none"> Guide intern with ISL, phase 2 Meet once or twice weekly with intern to discuss plans, activities, learning goals 	<ul style="list-style-type: none"> Complete observation # 3 Comment on phase 2 of the ISL

SEED ON-THE-JOB INTERNSHIP CALENDAR FOR SPRING 2022

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Weeks	TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
WEEK 8 Mar. 14 -18	<ul style="list-style-type: none"> Upload US observation #3 Work on ISL phase 3 Reflect on progress and participate in mid-term triad meeting Complete dispositions survey through VIA link in Blackboard 	<ul style="list-style-type: none"> Reflect on intern's progress using mid-term form and attend triad meeting Complete dispositions survey through link provided by the US 	<ul style="list-style-type: none"> Reflect on intern's progress using mid-term reflection form Lead mid-term triad meeting Complete dispositions survey through VIA link in Blackboard
WEEK 9 Mar. 21 - 25	<ul style="list-style-type: none"> Continue to work on ISL phase 3 Upload mid-term reflection forms Upload MT observation #3, responding to "Questions to reflect on" 	<ul style="list-style-type: none"> Complete observation #3 Guide intern work on ISL phase 3 	<ul style="list-style-type: none"> Comment on MT and intern reflection forms
WEEK 10 Mar. 28 – Apr. 1	<ul style="list-style-type: none"> Work on phase 3 of ISL Upload lesson plan for US 	<ul style="list-style-type: none"> Continue to meet regularly with intern, providing support and guidance for mid-term areas of growth 	<ul style="list-style-type: none"> Complete observation #4
SPRING BREAK IN FCPS, Henrico – Apr. 4 – 8 SPRING BREAK IN PWCS, LCPS – Apr. 11 – 15 SPRING BREAK IN Stafford – Apr. 15 - 18			
WEEK 11 FCPS Apr. 11-15 PWCS Apr. 4 - 8	<ul style="list-style-type: none"> Work on phase 3 of ISL Upload US observation #4, writing a reflection that responds to the US "questions to reflect on" 	<ul style="list-style-type: none"> Continue to guide intern on lesson plans, ISL 	<ul style="list-style-type: none"> Comment on reflection to observation #4
WEEK 12 Apr. 18 - 22	<ul style="list-style-type: none"> Complete and upload phase 3 of the ISL 	<ul style="list-style-type: none"> Complete observation #4 	<ul style="list-style-type: none"> Provide feedback on ISL phase 3
WEEK 13 Apr. 25 -29	<ul style="list-style-type: none"> Work on phase 4 of the ISL Upload MT observation #4, writing a reflection that responds to the MT "questions to reflect on" 	<ul style="list-style-type: none"> Assist intern in completing ISL phase 4 	<ul style="list-style-type: none"> Comment on MT observation #4 and reflection Schedule final triad meeting for next week
WEEK 14 May 2 - 6	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Upload final reflection forms to BB Submit completed ISL to BB no later than May 9 Upload cumulative hours and ISL rubric by May 12 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Complete online program evaluation (link sent by US) by May 12 	<ul style="list-style-type: none"> Complete final reflection form and attend final triad Evaluate ISL and send rubric to intern for upload by May 12 Complete InTasc rubric in VIA by May 9 Complete online program evaluation by May 12

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
Supervisor can meet

*Indicate when Mentor Teacher, Intern, and University

Period and	Monday	Tuesday	Wednesday	Thursday	Friday