College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2024
EDSE 482 001: Internship: General Curriculum
CRN: 19392, 12 – Credits

Instructor: Dr. Kristen O'Brien	**Meeting Dates:** 1/16/24 – 5/8/24
Phone: 703-993-3917	**Meeting Day(s):** Thursday (1/18, 2/1, 2/15, 3/7, 4/4, 4/18 ONLY)
E-Mail: kmerril2@gmu.edu	**Meeting Time(s):** 7pm – 9 pm
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: Finley 208-B	**Other Phone:** N/A

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
EDSE 446. Minimum grade of "C" or "XS"

Co-requisite(s):
None

Course Description
Applies university coursework in Special Education-General Curriculum to instruction of students with disabilities who access the general curriculum in two supervised internship settings, including an elementary and secondary school placement. Includes a 2-hour seminar held six times throughout the semester and a minimum of 300 hours in the school placements (with at least 150 direct teaching hours). Note: Prior to registration, students must demonstrate that VDOE-required teacher assessments and First Aid/CPR/AED certification for licensure have been met, and application for internship must be on file by program deadline.

Course Overview
EDSE 482 includes two supervised internships, one at the elementary level and one at the secondary level, in which teacher candidates apply coursework in Special Education-General Curriculum to plan for and provide instruction to K-12 students with disabilities who access the general curriculum. EDSE 482includes an internship seminar.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Once you've graduated, follow the instructions at https://cehd.gmu.edu/teacher/instructions.

Course Delivery Method

Learning activities include the following:
1. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. Electronic supplements and activities via Blackboard
6. Seminar discussion and group activities

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 16, 2024.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

> To participate in this course, students will need to satisfy the following technical requirements:
>
> - High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
> - Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

This course is designed to enable students to do the following:
1. Demonstrate understanding of the development of curriculum appropriate to the chronological ages and developmental and functional levels of the students being taught, and the ability to use the curriculum to plan and execute logically sequenced, effective lessons.
2. Plan for and provide explicit instruction to students with disabilities who access the general curriculum, including the use of instructional technology.
3. Demonstrate positive and appropriate interactions with students, families, and other professionals.
4. Demonstrate the ability to establish and maintain a positive learning environment and manage the classroom and individual student behaviors effectively. This includes implementing culturally responsive classroom management practices, developing and enforcing classroom expectations, developing strategies to prevent and appropriately respond to behaviors, and effectively managing transitions during the day.
5. Demonstrate professional and ethical behavior in K-12 school settings and a commitment to the educational success of students with disabilities who access the general curriculum.
6. Develop and implement developmentally and functionally appropriate lessons with clear learning objectives within a variety of settings.
7. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators, therapists, parents, and other related/support staff.
8. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing and collaborating with paraprofessionals, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that student based on goals and objectives and provide on-going assessment for both the student and the intervention sessions.
9. Demonstrate the ability to support and provide instruction within an inclusive environment as appropriate. This includes
   (a) knowledge of general curriculum specific to the ages and grades of students
   (b) ability to modify the general education curriculum as needed
   (c) ability to work with general education staff to provide direct or indirect support to students with disabilities
   (d) use of effective co-planning and co-teaching methods
   (e) knowledge of how to work with groups of students of mixed abilities and needs (whether identified with disabilities or not)
10. Select and utilize assessment and monitoring tools and strategies. Use assessment data to determine appropriate instruction for students with disabilities who access the general

curriculum.

11. Participate in developing developmentally, educationally, and functionally appropriate IEPs.
12. Select and utilize workable and useful data/record-keeping strategies.
13. Monitor and analyze teaching performance through reflection and apply insight gained to future instruction.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences; CEC Standard 2: Learning Environments; CEC Standard 3: Curricular Content Knowledge; CEC Standard 4: Assessment; CEC Standard 5: Instructional Planning and Strategies; CEC Standard 6: Professional Learning and Ethical Practice; CED Standard 7: Collaboration and InTASC 1-10.

Required Texts

Spring 2024 Special Education Internship Handbook for EDSE 482

- The internship handbook can be found at the Office of Teacher Preparation website [linked here](#) (click on the CEHD Internship Manual, and the Special Education-General Curriculum <u>undergraduate</u> internship handbook is linked within this manual on p. 27) and also on the course Blackboard site.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources

Access to Blackboard and Mason email, Zoom, and other virtual communication tools (e.g., Mason's Office 365 applications, such as OneDrive) as needed

Additional Readings

Any additional readings will be provided via Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or

more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 482, the required PBA is Clinical Evaluation Continuum –Final Evaluation. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

    Performance-based Assessment
    (VIA submission required)

- **Internship Rubric** (Assessment A in Internship Handbook): Teacher Candidates are evaluated throughout both internship placements on Assessment A-Internship Rubric. Performance on the Internship Rubric is evaluated through formal and informal observations, as well as other internship assignments, by the Mentor Teacher and University Supervisor. At the end of each internship placement, the University Supervisor (in collaboration with the Mentor Teacher) completes the final evaluation of the Teacher Candidate's performance during the internship. Teacher Candidates must meet expectations on internship rubric items to pass the course. At the end of each internship placement, Teacher Candidates must upload the signed and completed Internship Rubric to VIA/SLL. The rubric will be posted on Blackboard and discussed in the internship orientation and seminar.

    College Wide Common Assessment
    (VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessments in this course are: InTASC Internship Evaluation and Observer-Rated Dispositions.

- **InTASC Internship Evaluation** (Assessment A in Internship Handbook): Teacher Candidates are assessed on the college-wide InTASC Internship Evaluation, which is incorporated into the Internship Rubric (Assessment A) outlined in the internship handbook. See description of the Internship Rubric assessment above.
- **Teacher Candidate Dispositions Rating** (Assessment B in Internship Handbook): Teacher Candidates are expected to display professional behavior and dispositions at all times, in accordance with the Special Education-General Curriculum program, the College of Education and Human Development, the Council for Exceptional Children, and school site policies and expectations. University Supervisors will evaluate Teacher Candidates' professional behavior and dispositions at the mid-point and end of each internship. At the final conference for each internship, the final professionalism ratings will be completed using the Assessment B-Dispositions Rubric and will be evaluated in VIA/SLL. The rubric will be posted on Blackboard and discussed in the internship orientation and seminar. Teacher Candidates must meet expectations on internship rubric items to pass the course.

Other Assignments

See the *Spring 2024 Special Education Internship Handbook for EDSE 482* for an overview of course assignments. These include the following:

- **Observations**: Teacher candidates will be formally observed by the University Supervisor at least 3 times for each internship placement (i.e., at least 6 observations total for both elementary and secondary placements) and by the Mentor Teacher at least 2 times for each internship placement (i.e., at least 4 observations total for both elementary and secondary placements). Candidates must submit a lesson plan using the Special Education-General Curriculum lesson plan template to the University Supervisor or Mentor Teacher 48 hours before the scheduled observation. Candidates must participate in a pre-observation and post-observation conference with the University Supervisor or Mentor Teacher. The University Supervisor or Mentor Teacher will write an Observation Summary (Form 3 in the Internship Handbook) to document what was observed during the lesson, which elements of the Assessment A-Internship Rubric were demonstrated, and strengths, weaknesses, and instructional suggestions that were discussed during the pre- and/or post-observation conferences. Candidates must upload completed and signed Observation Summary forms to the Forms page Blackboard. See the Internship Handbook for all required forms and templates.

- **Log of Hours and Summary Form**: Candidates must complete a Log of Hours (Form 1 in Internship Handbook) for each internship placement. Candidates must complete at least 75 hours of direct teaching and 75 hours of indirect teaching in each internship setting (i.e., 150 hours of direct teaching and 150 hours of indirect teaching total) to be eligible to pass the course. At the end of each internship placement, candidates will complete the Log of Hours and have it signed by the University Supervisor and Mentor Teacher. The Teacher Candidate will upload all pages of the completed and signed Log of Hours for each placement to the Forms page of Blackboard. The Internship Summary and Final Grade form (Form 2 in Internship Handbook) will be completed at the end of the semester after both internships are completed. The completed and signed Internship Summary and Final Grade form will be uploaded to the Forms page of Blackboard.

- **Video Reflections**: Teacher Candidates must complete at least 1 video reflection in each internship setting (i.e., 2 reflections total). Candidates will video a lesson. Within 24 hours of the lesson, the candidate will watch the video and complete a Reflection Matrix (provided by the University Supervisor). Candidates will upload the lesson plan (using the Special Education-General Curriculum lesson plan template), the video, and the completed Reflection Matrix (with timestamps listed to indicate where in the video parts took place) to OneDrive within 48 hours of the lesson.

- **Weekly Lesson Plans:** Candidates will work with their Mentor Teacher to come up with a lesson plan system that works for their classroom. Candidates will be responsible for maintaining weekly lesson plans and sharing these with the University Supervisor upon request.

- **Seminar Participation**: Throughout the semester, there will be six 2-hour seminars (3 seminars per internship placement), which will be held virtually via Zoom. Teacher

Candidates are required to attend all seminars and actively participate in seminar activities. Candidates are responsible for all assigned readings prior to the seminar. Teacher Candidates are expected to display appropriate professional skills and dispositions throughout the clinical experience. Candidates are expected to adhere to all school rules and policies, CEHD and program expectations, and the CEC code of ethics.

- Internship Documentation: As noted in the above assignments, several internship assignments and activities require ongoing documentation and uploading documents to various locations. The Internship Handbook outlines all required documentation throughout the internship. Please note that this includes the following:
  - Experiential Learning Agreement (ELA) packet: To be completed for each internship placement
  - End-of-Internship Evaluation: CEHD-wide evaluation completed online prior to internship completion
- Please note that any other assignments may be assigned at the University Supervisor's discretion.

Assignment Summary

Internship Rubric – Assessment A (1 per internship placement)
Teacher Candidate Dispositions Rating – Assessment B (1 per internship placement)
Observations (3 from US and 2 from MT per internship placement)
Log of Hours (1 per internship placement) and Summary Form
Video Reflections (1 per internship placement)
Weekly Lesson Plans
Seminar Participation

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
See the *Spring 2024 Special Education Internship Handbook for EDSE 482* for all internship policies and expectations.

Attendance/Participation
- Attendance at the internship school sites (from the Internship Handbook):
Teacher Candidates are required to follow the Mentor Teacher's daily schedule. _Candidates must be punctual, arrive when the Mentor Teacher arrives, remain on duty during the contractual school day, and leave when the Mentor Teacher leaves._ Throughout the internship, Teacher Candidates follow the school calendar for the school system where they are assigned,

not the Mason calendar, except for attending scheduled courses (note: Mason may have days off that the school does not). Teacher Candidates in Traditional clinical internships are not employees of the school division; consequently, they are not entitled to sick leave or personal leave. However, ALL Teacher Candidates are allowed up to three administrative days/absences with prior approval from their program. If the Teacher Candidate's absences exceed the amount allowed, the Teacher Candidate may be asked to extend their internship to make up the time. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be submitted to the Mentor Teacher before class begins.

- Seminar attendance/participation:
Teacher Candidates are required to attend and actively participate in all virtual seminars. Teacher Candidates must join the Zoom call on time and stay through the duration of the seminar. They should keep cameras on when possible and actively participate in all discussions and activities during the seminar. They must complete any required readings prior to the seminar. Students should demonstrate professional behavior during the seminar sessions.

Late Work
All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements. Conversely, internship activities and assignments completed or submitted late may significantly impact the course grade and successful completion of the internship.

Other Requirements
See the *Spring 2024 Special Education Internship Handbook for EDSE 482* for all internship requirements and expectations.

- **Personal Appearance and Professional Conduct**: Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating, Assessment B in the Internship Handbook).
- **Holidays and Vacations**: Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to *spring break* as well.

- **Teacher Candidates and Substitute Teachers**: A Teacher Candidate may occasionally substitute for his/her Mentor Teacher during the internship, provided that they follow the General Substitute Teaching Policy outlined in the School of Education Internship Manual for Teacher Licensure Programs. See the guidelines outlined in the [School of Education Internship Manual](). Note that hours spent substitute teaching may NOT be counted towards teaching hour requirements for the internship.
- **Important Considerations**: If a Teacher Candidate does not comply with placement expectations, school divisions and school principals have the right to request the candidate's removal from the placement. If such a removal is requested, it is highly unlikely a second placement location for the semester will be approved for the candidate. Due process is followed by the College of Education and Human Development should this occur. It is critical that all teacher candidates become familiar with all internship expectations and policies outlined in the School of Education Internship Manual for Teacher Licensure Programs (see the Placement Expectations section for important considerations), as well as those outlined in the Special Education Internship Handbook. It is each Teacher Candidate's responsibility to be professional and uphold all of the dispositional behaviors that are delineated with the dispositional rubric (Assessment B) found in this handbook. Candidates who do not uphold the professional behaviors and dispositions promoted by the CEHD Office of Teacher Preparation may be removed from the clinical internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. Assessment B includes the expectations for teaching dispositions. In addition, each school site has faculty expectations outlined in a faculty handbook that should be followed. Due to the general nature of the risks involved in internship activities, all Teacher Candidates are strongly encouraged to seek additional professional liability coverage. One recommendation is for you to look into the Student Educator Professional Liability Plan offered by the Association of Supervision and Curriculum Development (ASCD) which, for an annual fee, will cover damages arising from professional liability lawsuits.
- **Accommodations in Internships**: Students must be able to perform the essential functions of the internship site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Grading
From the Internship Handbook, the grades for the EDSE 482 internship are as follows:

Grade	Definition
S	Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
NC	No Credit: Teacher Candidate 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: The Teacher Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances. The IP grade can be changed to S or NC upon completion of requirements.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. When Teacher Candidates may be struggling with aspects of the internship experience, the University Supervisor in consultation with the Mentor Teacher, will discuss with the Teacher Candidate the aspects of the internship that have been challenging for the Teacher Candidate. A grade of No Credit may be considered. In this situation, the University Supervisor may also consult with the Special Education internship coordinator, Academic Program Coordinator, and/or Teacher Preparation Office, especially when the Teacher Candidate may receive a No Credit or an In Progress grade. In some cases, a grade of No Credit may be accompanied by a recommendation that the Teacher Candidate will be counseled out of the licensure program, although not necessarily out of the degree program.

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/policies-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topic	Assignments/Tasks
Pre-Internship	Internship Orientation #1 (Virtual 12/5 from 1-2 pm)	

	Internship Orientation #2 (In-person 1/11 from 1-2 pm)	
Internship Placement #1 Elementary		
Week 1 1/16	Placement #1 Elementary Seminar #1 Thursday 1/18, 7-9 pm via Zoom	Initial Conference Complete Experiential Learning Agreement (ELA) Packet Prepare for video-based reflections First Week Reflection Log of Hours Weekly lesson plans
Week 2 1/22	Placement #1 Elementary	**US Observation #1** Log of Hours Weekly lesson plans
Week 3 1/29	Placement #1 Elementary Seminar #2 Thursday 2/1, 7-9 pm via Zoom	**MT Observation #1** Log of Hours Weekly lesson plans
Week 4 2/5	Placement #1 Elementary	**US Observation #2** **Video Reflection #1** Mid-point Conference Log of Hours Weekly lesson plans
Week 5 2/12	Placement #1 Elementary Seminar #3 Thursday 2/15, 7-9 pm via Zoom	**MT Observation #2** Log of Hours Weekly lesson plans
Week 6 2/19	Placement #1 Elementary	**US Observation #3** Log of Hours Weekly lesson plans
Week 7 2/26	Placement #1 Elementary (last day is 3/1)	Final Conference and related paperwork
Internship Placement #2 Secondary		
Week 8 3/4	Placement #2 Secondary Seminar #4 Thursday 3/7, 7-9 pm via Zoom	Initial Conference Complete Experiential Learning Agreement (ELA) Packet Prepare for video-based reflections First Week Reflection Log of Hours Weekly lesson plans
Week 9 3/11	Placement #2 Secondary	**US Observation #1** Log of Hours Weekly lesson plans
Week 10 3/18	Placement #2 Secondary	**MT Observation #1** Log of Hours Weekly lesson plans
Week 11 3/25	FCPS and LCPS Spring Break	
Week 12 4/1	Placement #2 Secondary	**US Observation #2** **Video Reflection #1**

	Seminar #5 Thursday 4/4, 7-9 pm via Zoom	Mid-point Conference Log of Hours Weekly lesson plans
Week 13 4/8	Placement #2 Secondary	**MT Observation #2** Log of Hours Weekly lesson plans
Week 14 4/15	Placement #2 Secondary Seminar #6 Thursday 4/18, 7-9 pm via Zoom	**US Observation #3** Log of Hours Weekly lesson plans
Week 15 4/22	Placement #2 Secondary (last day is 4/26)	Final Conference and related paperwork

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric for Assessment B-Dispositions Rating (see Internship Handbook for all rubrics)

Teacher Candidate Dispositions Rating

*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

Candidate Name and G#:_____   **Course with Section:**_____

Assessor:_____   **Date Assessed:**_____

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with learners, parents, other professionals, and the community at large. The behaviors observed reflect the *dispositions* held by education professionals at all stages in their careers, including as a candidate in CEHD's teacher licensure programs.

Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

Directions for assessors
For each of the dimensions below, please rate the degree to which you observe the candidate's proficiency with each disposition.

3 = *Highly Proficient:* Candidates receive this score when they exhibit behaviors beyond the expectations of candidates at this point in their programs. Assessors observe candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points, independent of external support or prompts. All proficiencies are met at a level **beyond** expectations for pre-service teacher.

2 = *Proficient:* This is the **TARGET** score. This score reflects that Candidates have met the standard at the level expected at this point in their program, with some support and guidance. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 2 have successfully met the disposition. All proficiencies are met at a level expected for pre-service teachers.

1 = **Not Proficient***:* Candidates receive this score when their understanding and effort does not meet the Target, but they may exhibit some of the behaviors associated with the disposition at a minimally acceptable quality. This score indicates the Candidate lags behind expectations for most Candidates at this stage of development.

ND = *Not Demonstrated***:** This score reflects that a Candidate did not yet have opportunities to demonstrate the disposition due to placement opportunities.

Faculty/Mentor Assessment of Dispositions

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)				
The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.				
The Candidate exhibits integrity and ethical behavior.				
Comments or notes:				
Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits teamwork and collaborates in professional interactions.				
The Candidate takes initiative appropriately.				
The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.				
Comments or notes:				
Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**

	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate treats individuals in an unbiased manner.				
The Candidate supports those around them to be successful.				
The Candidate demonstrates through their actions/interactions that diversity as an asset.				
Comments or notes:				
High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate takes responsibility for the learning of those with whom they collaborate or lead.				
The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).				
The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.				
Comments or notes:				

<u>*NOTE to Evaluator*</u>: One score of '**not proficient'** (1) should be viewed as a "teachable moment." The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted the score. (Programs and/or faculty can choose to create a development plan if a "1" is scored multiple times in a semester or program.)

Two ratings of 'not proficient' on one assessment will require the creation of a Professional Disposition Development Plan to assist the candidate in demonstrating growth of dispositions. (See the website at https://education.gmu.edu/teacher-track/connect for a copy of the Plan.)
A complete a Professional Dispositions Plan must be approved by the evaluator, academic program coordinator, and/or the teacher candidate.

For further direction and specifics related to how the dispositions are assessed in your program, please email the Academic Program Coordinator or Course Lead.

<u>NOTE: In Special Education programs, please contact the Academic Program Coordinator if the candidate scores a "1" for more than one rating OR if the candidate continues to score a "1" multiple times in a semester.</u>

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.