

**George Mason University**  
**EDCI 790: INTERNSHIP IN EDUCATION (6 credits)**

**Instructors:**

University Facilitators and Clinical Faculty

**Class Meets:** Internship is scheduled in assigned elementary schools following the public school calendar. Seminars meet bi-weekly in assigned schools.

**I. Course Description**

Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Interns are supervised in a school placement setting that includes observations and seminar experiences.

Prerequisite: Admission to the Elementary Education Licensure Program

**II. Student Outcomes**

This course will enable students to:

- 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 (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- 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 (Standard 5).
- 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 (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- 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 (Standard 9).
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (Standard 10).

## Relationship of Student Outcomes to Specific Course Assignments

Student Outcomes/ INTASC Standards(above)	Course Assignments
Standard 1	A, B, C, D, E, F, G
Standard 2	A, B, C, E, F, G
Standard 3	A, B, C, E, F, G
Standard 4	A, B, C, E, F, G
Standard 5	A, B, E, F, G
Standard 6	A, B, E, F, G
Standard 7	A, B, D, E, F
Standard 8	A, B, E, F
Standard 9	A, B, C, E, G, H, I
Standard 10	A, E, F, G, H, I

Key:

Where A, B, C, etc. = course assignments listed below.

### III. Nature of Course Delivery

In this course, interns learn to plan instruction, teach children in all subject areas, and assess student learning both in upper and lower elementary grade levels. These experiences guide interns in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet bi-weekly at elementary school sites and are conducted by university and/or clinical faculty members. These discussion seminars provide interns with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, interns are expected to: observe instruction at various age levels, plan with individual clinical faculty and grade level teams, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately 2 weeks in each of their two spring placements.

### IV. Required Texts and optional resources

Eby, J.W., Herrell, A. L., & Jordan, M. (2009). Teaching in the elementary school: A reflective action approach. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

#### Some excellent optional resources:

Wong, H.K., & Wong, R.T. (2009). *The first days of school: How to be an effective teacher.* New York: Harry K. Wong Publishing.

Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14*

Kagan, S. & Kagan, M. (2009). *Kagan Cooperative Learning (All Grades)* ([www.kaganonline.com](http://www.kaganonline.com))

Kagan, S. *Silly sports and goofy games.* ([www.kaganonline.com](http://www.kaganonline.com))

## V. Course Requirements and Assignments

The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting (see the handbook at [www.gse.gmu.edu/resources](http://www.gse.gmu.edu/resources)).

- A. Teacher Candidate Action Research and Share Seminars
- B. Observations of Teaching
- C. Co-Teaching
- D. Independent Teaching
- E. Attendance and Professionalism
- F. Formal Documentation of Progress
- G. Virginia State Teacher Licensing Requirements

### A. Teacher Candidate Action Research and Share Seminars

During the internship each will engage in action research. The research project is a requirement for successful completion of the elementary licensure program. Action research will be shared during a seminar at the end the internship semester (May for all cohorts). The University Facilitator, Site Facilitator, Clinical Faculty/Cooperating Teachers, Interns, Administrators, and other Teachers will be invited to attend the share seminar.

### B. Observations of Teaching

During the **spring semester**, clinical faculty will conduct at least three formal observations and university facilitators will conduct at least two formal observations of the intern's teaching during each placement. Two observations by clinical faculty and one observation by university facilitators are conducted prior to independent teaching. Final observations are conducted during independent teaching.

### C. Co-Teaching

Co-Teaching occurs during both of the placements. The clinical faculty member and the intern will co-plan specific experiences to be completed during the co-teaching period. The clinical faculty member and the intern will complete a weekly plan for co-teaching for each week of the semester.

### D. Independent Teaching

Prior to independent teaching, interns are required to prepare a 2-week overview for the instructional content of the independent teaching period, and the lesson plans for Week 1 of independent teaching according to the lesson plan format found in the PDS Form Guidebook. Interns are NOT permitted to begin independent teaching until these materials are prepared.

During independent teaching, interns assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately 2 weeks in each of their two placements. Interns are required to prepare lesson plans according to the lesson plan format found in the PDS Form Guidebook.

NOTE: Substitute Teaching

Semester-Long & Intensive interns are not allowed to substitute teach during the internship.

#### E. Attendance and Professionalism

Interns are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because interns are not employees of the school division, they are not entitled to sick or annual leave; however, two days have been allocated in each semester for emergencies. Interns must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request an intern be removed from their assigned location.

#### F. Formal Documentation of Progress

During the semester interns are responsible for (a) organizing binders for lesson plans and for evaluation forms etc., and for (b) completing a variety of forms to document their progress (see the Form Guidebook)

#### G. Virginia State Teacher Licensing Requirements

##### **CARI Certificate**

Interns are required to document their completion of the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training. The course is available at no cost at: [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html)

##### **Praxis II**

Interns are required to take the Praxis II Assessment prior to the start of their internship and will need it for a Virginia State Teaching License.

##### **VRA- Virginia Reading Assessment**

Interns are required to take the Virginia State Reading Assessment prior to the start of internship and will need it for licensure. The Virginia Reading Assessment Study Guide is available at [www.vra.nesinc.com](http://www.vra.nesinc.com)

##### **VCLA-Virginia Communication and Literacy Assessment**

The VCLA is required for initial licensure and must be taken prior to start of internship. For more information on the test and how to register, please visit <http://www.vcla.nesinc.com/>

### **VI. Grading Policy**

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.

- a. Grades of *S (Satisfactory)* performance by an intern in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university facilitator.
  - b. A graduate intern who receives a *NC (No Credit)* grade 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.
  - c. An intern whose performance cannot be evaluated at the end of the grading period will receive a grade of *IP (In Progress)*. An IP grade shall be changed to Satisfactory or No Credit for graduate students, upon completion of requirements (usually before the beginning of the next semester). There is no charge for the extension of the internships.
2. The cooperating teacher(s)/clinical faculty member(s) and the university facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the intern's performance.
  3. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
  4. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office.
  5. Interns are responsible for documenting all requirements and materials for licensure.
  6. Interns are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

## **VII. University Policies**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) (and the internship handbook) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.