

**EDCI 790**  
**Internship in Education (1-6:1-6:0)**  
**Fall 2009/Spring 2010**  
Monday – Friday 7:30 AM – 4:00 PM  
Elementary and/or Secondary School Setting  
**Syllabus**

**PROFESSOR**

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**COURSE DESCRIPTION**

**Prerequisites:** Eligibility for student teacher/internships requires

1. Good academic standing
2. Satisfactory completion of all other coursework in the licensure program
3. Submission of passing scores on:
  - a. Praxis I tests for Reading, Writing, and Mathematics (Passing Score = 532)
  - b. Virginia Communication and Literacy Assessment (VCLA)

**Constraints:** Teacher Interns are NOT ALLOWED to take any courses concurrently to the Teaching Internship.

**Course description:** Intensive, supervised clinical experience for full semester in accredited public schools, at EITHER elementary or secondary levels. Students must register for ESL Teaching Internship section.

**NATURE OF COURSE DELIVERY:**

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a cooperating teacher and a university supervisor over a fifteen-week period. Assessment is performance-based. Teacher Interns will lead their students in cooperative learning activities, small group discussions, student-led teaching, videos, multimedia, and reflection on learning. **Rubrics are provided in the Student Teaching Internship Manual.**

**LENGTH OF TEACHING INTERNSHIP**

GMU requires 300 teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period for the internship provides better preparation and is protection against contingencies such as illness and other disruptions to the daily schedule. Internship candidates are expected to complete the full semester, except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

**FORMAT FOR TEACHING INTERNSHIP**

Teaching interns can spend the entire semester teaching at either the elementary or secondary level OR spend half of the semester at the elementary grade level (K-5), and then switch to the secondary level (6-12) for the other half of the internship period. This often requires a change of school.

In the case of those hired under PROVISIONAL LICENSES who wish to do an ON-THE-JOB Teaching Internship which may be conducted completely at the school of employment.

In all cases, the Teaching Intern begins by observing the Cooperating Teacher in the school, then co-teaching with this teacher, and finally assuming total responsibility for instruction of all students in the teacher's care. The Teaching Intern gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the Cooperating Teacher and the Intern may co-teach or share responsibility for specific periods or subjects.

Teaching interns should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

**LEARNER OUTCOMES:**

**This course is designed to enable students to:**

- Demonstrate ability to teach students who have English as their second language using a synthesis of research-based and innovative teaching approaches;
- Use scaffolding approaches to accommodate varying levels of English language proficiency among the target students; and
- Demonstrate ability to organize a detailed lesson plan and accompanying assessment tools.

**PROFESSIONAL STANDARDS:**

TESOL Professional Preparation Standards for Pre-K-12 Teachers

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:****A. Requirements –**

**SUMMARY SCHEDULE****EDCI 790 – TEACHING Internship  
English as a Second Language (ESL/ESOL)**

	<b>Student Teacher/Intern (ST)</b>	<b>Cooperating Teacher (CT)</b>	<b>University Supervisor (US)</b>
<b>First Placement Prior to First Week</b>	<input type="checkbox"/> Attend Orientation to meet Univ Supervisor and receive materials for Cooperating Tchr <input type="checkbox"/> Contact schools early to meet principals and CT		<input type="checkbox"/> Attend GMU orientation to receive manual, assignments, and to meet Tchr Interns <input type="checkbox"/> Communicate expectations
<b>Weeks 1-4</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Attend any orientations to schools and class(es). <input type="checkbox"/> Observe and assist CT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Prepare 3-ring binder for: <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Journal entries</li> <li>•Log of hours (E-2)</li> <li>•Completed Informal Observation Reports by CT (A-2)</li> <li>•Completed Progress Reports --biweekly with CT (D)</li> <li>•Completed Formal Classroom Observation Reports by US (A-1)</li> <li>•Completed Summary Observation Report by US (G)</li> <li>•Completed Profile Evaluation Reports by US with CT for midterm and final evaluations (H)</li> <li>•Completed Summary Of Placement by US with CT (F)</li> </ul> <input type="checkbox"/> Begin Professional	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with ST and US <input type="checkbox"/> Team plan and co-teach with ST <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with ST (Appendix D)	<input type="checkbox"/> Contact CTs to visit sites and to meet principals (both placements) <input type="checkbox"/> Clarify procedures with CT <input type="checkbox"/> Schedule observations as feasible

	Development Portfolio (refer to I-1, I-2)		
<b>Week 4 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with CT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with ST <input type="checkbox"/> Review Experience Checklist with ST (B)	<input type="checkbox"/> Conduct formal observation with CT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with ST and CT <input type="checkbox"/> Assist ST with development of Portfolio
<b>Week 5-7</b>	<input type="checkbox"/> Make video of teaching and self-evaluate using Appendix G <input type="checkbox"/> Continue independent teaching with gradual return to CT in Week 7	<input type="checkbox"/> Assist ST with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST	<input type="checkbox"/> Maintain contact with CT and ST
<b>Week 7 Mid-term Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H) <input type="checkbox"/> Continue work on Professional Development Portfolio <input type="checkbox"/> Complete Evaluations (K-1 and K-2)	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing mid-term evaluations (E-2, F, H) <input type="checkbox"/> Complete Evaluations (K-3 and L)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with CT and discuss final grade. <input type="checkbox"/> Conduct Summary of Placement with CT (F) <input type="checkbox"/> Sign Log of Hours (E-2) <input type="checkbox"/> Complete Eval. (K-4) <input type="checkbox"/> Informally review Professional Development Portfolio

Time	Student Teacher/Intern (ST)	Cooperating Teacher (CT)	University Supervisor (US)
<b>Weeks 8-11</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Observe and assist CT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Continue to use 3-ring binder for all lesson plans, journal entries, and documents	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with ST and US <input type="checkbox"/> Team plan and co-teach with ST <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with ST (Appendix D)	<input type="checkbox"/> Contact CT to visit site and to meet principal (follow up to initial call done at beginning of semester) <input type="checkbox"/> Clarify procedures with CT <input type="checkbox"/> Schedule observations as feasible <input type="checkbox"/> Schedule a mid-semester meeting of STs (if feasible)
<b>Week 12 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Contact GMU Academic Advisor and coordinate a time and place (with CT and US) for end of semester presentation of Professional Development Portfolio <input type="checkbox"/> Review Experience Checklist with CT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with ST <input type="checkbox"/> Review Experience Checklist with ST (B)	<input type="checkbox"/> Conduct formal observation with CT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with ST and CT on progress <input type="checkbox"/> Assist ST with development of Portfolio
<b>Week 13-15</b>	<input type="checkbox"/> Make video of teaching and self-evaluate using Appendix G <input type="checkbox"/> Continue independent teaching with gradual return to CT in Week 14 <input type="checkbox"/> Complete Professional Development Portfolio	<input type="checkbox"/> Assist ST with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST	<input type="checkbox"/> Maintain contact with ST and CT
<b>Week 15 - Final Internship Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H, J) <input type="checkbox"/> Complete Evaluations (K-1, K-2 and L) <input type="checkbox"/> Present Professional Development Portfolio to Academic Advisor, CT and US.	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing end of semester evaluations (E-2, F) <input type="checkbox"/> Complete Evaluations (K-3 and L)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with CT and discuss final grade <input type="checkbox"/> Conduct Summary of Placement with CT (F) NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship <input type="checkbox"/> Sign Log of Hours (E-

			2) <input type="checkbox"/> Evaluate Professional Development Portfolio (J) <input type="checkbox"/> Complete Evaluations (K-4 and L)
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**B. Performance-based assessments – DOCUMENTATION**

The Student Teaching Manual contains all forms, which must be submitted to the OSFS at the end of the student teaching/internship experience (except for the forms required for compensation of the cooperating teacher). **These forms should be copied as needed.**

Folders containing the Student Teaching Manual and other information for university supervisors and cooperating teachers are distributed at the scheduled Student Teacher/Intern Orientation or afterward in OSFS, Robinson A307. Students deliver the folders to their cooperating teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to OSFS through the university supervisor. Teacher Interns should be provided with copies of all documents delivered to the university supervisor and the cooperating teacher.

**Documentation: Teacher Interns**

The Teacher Intern must keep **lesson plans and all other documentation in a 3-ring binder** for review by the university supervisor during observation visits. This binder becomes a valuable record of progress and a source of materials. These may be included in the ESL licensure portfolio due at the end of the Teaching Internship semester.

- **Daily Lesson Plans:** The student teacher/intern must provide daily lesson plans for review by the cooperating teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C (1-3).
- **Daily Log of Hours:** Student teacher’s must keep a daily log of hours. The **log** (Appendix E-2) and **summary** (Appendix F) are kept in the binder and submitted to the university supervisor upon completion of each placement of the student teaching/internship.
- **Journal Entries:** Student teachers/interns must make journal entries, which are kept in the binder for review by the university supervisor and cooperating teacher. These entries should reflect teaching experiences that impact the student teacher’s growth and progress during the internship
- **Bi-weekly Progress Report:** Student teachers complete Part I of the Progress Report (Appendix D) once every two weeks, give it to the cooperating teacher for completion of Parts 2 and 3, and submit it to the university supervisor. Interns should keep copies of these for the Professional Development Portfolio as evidence of professional growth.
- **Experience Checklist:** The student teacher/intern should review the **Experience Checklist** (Appendix B) with each cooperating teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).

- **Self Evaluation of Teaching Video:** The student teacher/intern should create one teaching demonstration video for each placement. A self-evaluation of each teaching video should be conducted using Appendix G as a guide.
- **Evaluations:** The student/teacher intern should complete evaluation reports for each cooperating teacher (Appendix K-1) and the university supervisor (Appendix K-2). An evaluation of this manual should also be completed using Appendix L.
- **Other:** Student teacher/interns should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2), **Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Student Teacher** (Appendix H) in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

### C. Criteria for evaluation

#### Grading -- **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 counseling and administrative internships.
2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the intern's performance.
3. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F 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.)
4. An intern or student teacher 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 or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
STATEMENT OF EXPECTATIONS:**

**All Teacher Interns must abide by the following:**

**Interns are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.**

**Interns must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.**

**Interns must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.**

**Interns 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.**

**Profile for Evaluation of  
STUDENT TEACHERS/INTERNS**

Student Teacher/Intern: \_\_\_\_\_ School: \_\_\_\_\_ Subject(s)/Level(s): \_\_\_\_\_

Evaluator: \_\_\_\_\_ Univ. Sup. Clin. Fac./Coop Tch. or  
Intern Spring Fall Yr \_\_\_\_\_

Recommended Mid-Semester/Interim Grade: \_\_\_\_\_ or End-of-Semester/Final Grade: \_\_\_\_\_

Use this list of standards and rating scale for self-assessment and assessment of the student’s performance by the clinical faculty/cooperating teacher and university supervisor at the beginning and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. At the interim evaluation, performance should be assessed according to expectations for a student teacher/intern and for the final evaluation, according to expectations for a beginning teacher.

The evaluator’s judgments about the student’s performance should be made in relation to the following criteria. Comments must be provided for ratings of 2 or 1, which indicate marginal or unsatisfactory performance.

**Performance Rating Scale**

- 4 = Exceeds Standards**
- 3 = Meets Standards**
- 2 = Meets Some Standards**
- 1 = Does Not Meet Most Standards**
- NR = Not rated during this evaluation.**

The interim or final grade is based on this profile, but may not be numerically correlated.  
Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

**ABILITY TO PLAN AND INTEGRATE STANDARDS**

**Rating**

- |  |       |
|--|-------|
| 1. Demonstrates an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and state standards.                          | _____ |
| 2. Uses the national and state foreign language standards as a rationale for the significance of language study.   | _____ |
| 3. Uses the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , as well as state standards, to design curriculum and unit/lesson plans. | _____ |
| 4. Articulate a rationale for using national and state standards as the basis for curriculum development.  | _____ |
| 5. Integrates the <i>Standards for Foreign Language Learning in the 21<sup>st</sup> Century</i> and state standards into language instruction.                       | _____ |

6. The goal areas and standards of the *Standards for Foreign Language Learning* and/or state standards are the focus of all classroom activities. \_\_\_\_\_
7. Uses the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication. \_\_\_\_\_
8. Uses the products-practices-perspectives framework as the basis for planning and implementing cultural instruction. \_\_\_\_\_
9. Uses connections to target-language communities as a key component of planning and instruction. \_\_\_\_\_

**Comments** (Use reverse side if needed.)

**DEVELOPMENT OF INSTRUCTIONAL PRACTICES THAT REFLECT LANGUAGE OUTCOMES**

**Rating**

1. Develops a variety of instructional practices that reflect language outcomes and articulated program models and addresses the needs of diverse language learners. \_\_\_\_\_
2. Plans for instruction according to the physical, cognitive, emotional, and social development of students. \_\_\_\_\_
3. Tailors instruction to meet the developmental needs of student. \_\_\_\_\_
4. Designs and/or implements specific foreign language program models that lead to different language outcomes. \_\_\_\_\_
5. Uses information about students' language levels, language backgrounds, and learning styles to plan for and implement language instruction. \_\_\_\_\_
6. Plans for and implements a variety of instructional models and strategies that accommodate different ways of learning. \_\_\_\_\_
7. Anticipates students' special needs by planning for alternative classroom activities as necessary. \_\_\_\_\_
8. Rewards students for engaging in critical thinking and problem solving. \_\_\_\_\_
9. Provides regular opportunities for students to work collaboratively in pairs and small groups. \_\_\_\_\_

**Comments**

**ASSESSMENT**

**Rating**

- 1. Demonstrates knowledge of multiple ways of assessment that are age and level-appropriate by implementing purposeful measures. \_\_\_\_\_
- 2. Reflects on the results of student assessments, and adjusts instruction accordingly. \_\_\_\_\_
- 3. Designs formative and summative assessments that measure growth in language development. \_\_\_\_\_
- 4. Designs assessment procedures that encourage students to interpret oral and printed texts of their choice. \_\_\_\_\_
- 5. Creates presentational tasks that develop students’ abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. \_\_\_\_\_
- 6. Designs assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher. \_\_\_\_\_
- 7. Designs standards-based performance assessments for students based upon models available in the literature or from professional organizations. \_\_\_\_\_
- 8. Uses results of formative assessments to help students identify gaps in their knowledge. \_\_\_\_\_

**Comments**

**APPLICATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS**

**Rating**

- 1. Bases selection and design of materials on ELP & SOL state standards and curricular goals. \_\_\_\_\_
- 2. Uses a variety of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. \_\_\_\_\_
- 3. **Uses authentic materials to plan for and deliver instruction.** \_\_\_\_\_
- 4. Implements a variety of classroom activities based on authentic materials. \_\_\_\_\_
- 5. Engages students in acquiring new information by exploring authentic texts. \_\_\_\_\_
- 6. Adapts materials by providing scaffolding for comprehensible input. \_\_\_\_\_
- 7. Plans to address standards through appropriate materials. \_\_\_\_\_
- 8. Adapts pacing, methods, and materials utilizing feedback from students. \_\_\_\_\_
- 9. Assesses for understanding and mastery through observation of students’ performance and evaluation of their work. \_\_\_\_\_

10. Keeps records of students’ progress and problems.

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\_\_\_\_\_  
\_\_\_\_\_

11. Involves family and community members in learning activities.

Comments: (Use reverse side if needed.)

**CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR**

**Rating**

- 1. Motivates students through interesting and challenging activities.
- 2. Communicates high expectations while respecting individual differences and cultural diversity.
- 3. Creates an orderly and supportive environment by establishing routines.
- 4. Demonstrates courtesy and caring in relationships with students.
- 5. Manages time, space, and materials to keep students productively involved in learning.
- 6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each.
- 7. Guides student behavior through an emphasis on personal responsibility.
- 8. Handles disruptive or destructive student behavior firmly and fairly.
- 9. Communicates regularly with parents and involves them in problem solving.

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Comments: (Use reverse side if needed)

**PROFESSIONAL DEVELOPMENT**

**Rating**

- 1. Participates in school workshops and local and regional or national conferences.
- 2. Outlines a process for identifying ongoing professional development needs.
- 3. Engages in a reflective process for analyzing student work and planning future instruction.
- 4. Identifies possibilities of classroom-based research to inform practice.
- 5. Develops a plan for continued professional growth.
- 6. Develops and articulates a rationale for ESL students that includes cognitive, academic, and affective benefits to students and society.

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