

SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
FASTTRAIN Programs

EDCI 790
Internship in Education (1-6:1-6:0)
Spring 2010

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 scores on all prerequisite exams:
 - a. Praxis I tests for Reading, Writing, and Mathematics
 - b. Virginia Communication and Literacy Assessment (VCLA)
 - c. Virginia Reading Assessment (VRA) ELEM Students only
 - d. Praxis II (ELEM Students Only)

Course description: Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate 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 based on performance-based assignments. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, multimedia, and reflection. Rubrics are provided in the Student Teaching Internship Manual.

LENGTH OF STUDENT TEACHING/INTERNSHIP

GMU requires 300 student 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 of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of internship 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 STUDENT TEACHING/INTERNSHIP

Student teachers/interns in the ESOL program spend half of the student teaching/internship period at the elementary grade level (K-5), and then switch to the secondary level (6-12). This

often requires a change of school. Students in the ELEM Program spend half of the semester at K-3 level and half at 4-6 level.

In all cases, the student teacher/intern begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

However, student teachers/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:

- Be able to demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
- Be able to use instructional strategies which accommodate methods of teaching foreign/second languages
- Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.

PROFESSIONAL STANDARDS:

EDCI 790 meets NCATE Standards, outlined below:

Standard 3: *Field Experiences and Clinical Practice*

3a. COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

3.b DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

3c. CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

A. Performance-based assessments – DOCUMENTATION

The Student Teaching Manual contains all forms, which must be submitted to FASTTRAIN at the end of the student teaching/internship experience **These forms should be copied as needed.**

Documentation: Student Teachers/Interns

The student teacher/intern must keep **lesson plans and all other documentation in a portfolio** for review by the site supervisor during observation visits. This portfolio becomes a valuable record of progress and a source of materials. . Items for the portfolio should include:

- **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** and **summary** are kept in the portfolio 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 portfolio 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 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.
- **Evaluations:** The student/teacher intern should complete evaluation reports for each cooperating teacher and the university supervisor.
- **Other:** Student teacher/interns should keep copies of the **Classroom Observation Reports, Summary Observation Reports,** and the **Profile for Evaluation of Student Teacher** in the portfolio.

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 students must abide by the following:

Students are expected to exhibit professional behavior and dispositions.

See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code.

See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students 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.

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