

George Mason University
EDCI 790.613 Spring 2010: INTERNSHIP IN EDUCATION (1.5 + 1.5 = 3 credits)
Fall (1.5 credits) & Spring (1.5 credits)

Instructor:

Dr. Wendy Frazier

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

I. Course Description

Provides intensive supervised clinical experience for two full semesters 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 – Teach For America

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
Standard 2	A, B, C, D
Standard 3	A, B, C, D
Standard 4	A, B, C, D
Standard 5	A, B, C, D
Standard 6	A, B, C, D
Standard 7	A, B, C
Standard 8	A, B, C
Standard 9	A, B, C, D, E, F
Standard 10	A, C, D, E, F

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 on-the job preparation during 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 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: plan with individual colleagues and grade level teams, teach individual lessons and units, assume responsibility for all instruction and professional duties as required by their teaching position for which they have been hired, and observe instruction at various age levels in colleagues' classrooms as time permits.

IV. Required Texts and optional resources

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

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>) and Washington, DC's *Learning Standards for PreK-6* (<http://dcps.dc.gov/>)

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)

Kagan, S. *Silly sports and goofy games.* (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.

- A. Reflective essays on after-school seminar experiences (2 in Fall, 2 in Spring)
- B. Observations of Teaching (2 in Fall, 2 in Spring)
- C. Independent Teaching
- D. Attendance and Professionalism
- E. Formal Documentation of Progress
- F. Virginia State Teacher Licensing Requirements

A. Reflective Essays on after-school seminar experiences

The intern will attend at least two after-school seminars led by university faculty per semester. For each after-school seminar attended, submit via email to wfrazier@gmu.edu one double-spaced page reflection on your experience during the seminar. The intern should utilize the template provided during the debriefing session to assist in writing a reflection about what was experienced during the seminar. The intern must submit a minimum of two reflections per semester. Each reflection should be submitted within one week of attendance at the seminar.

B. Observations of Teaching

University faculty will conduct at least two formal observations of the intern's teaching per semester.

C. Independent Teaching

As a school employee, the intern will meet their school's expectations for planning and teaching. With each reflective essay submitted by email to wfrazier@gmu.edu, the intern must include a copy of one lesson plan to document their positive attention toward purposeful instruction. Minimum of two lesson plans submitted per semester.

D. Attendance and Professionalism

Interns are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, all teaching duties and responsibilities must be fulfilled. Interns must familiarize themselves with school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, child abuse, and substance abuse.

E. Formal Documentation of Progress

Interns are responsible for organizing a folder that documents after-school seminars attended (letter A), reflections that have been submitted (letter A), classroom observations made by university faculty (letter B), and lesson plans that have been submitted (letter C).

F. 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: www.vcu.edu/vissta/training/va_teachers

Praxis II

Interns are required to take the Praxis II Assessment prior to their application for a Virginia State Teaching License.

VRA- Virginia Reading Assessment

Interns are required to take the Virginia State Reading Assessment prior to January for a Virginia State Teaching License. The Virginia Reading Assessment Study Guide is available at www.vra.nesinc.com (REGISTER A MONTH BEFORE! ACT NOW!)

VCLA-Virginia Communication and Literacy Assessment

The VCLA is required for initial licensure and must be taken prior to January. For more information on the test and how to register, please visit <http://www.vcla.nesinc.com/> (REGISTER A MONTH BEFORE! ACT NOW!)

Determination of the Final Grade:

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

- The grading scale will be S (satisfactory), NC (no credit), or IP (in progress) in accordance with GMU policy for internships and GSE policy.
- Degrees of Satisfactory performance by an intern will be documented in letters of recommendation prepared by university faculty.
- A graduate intern who receives a 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.)

VI. University Policies

SAFETY

The university has a policy that requests students to turn off pagers and cell phones before class begins; however, you may leave your cell phone on vibrate or low to receive emergency calls in Wendy Frazier's classroom. If your phone is set to audibly ring, then please keep your phone easily accessible, immediately accept the call at the first ring so it does not continue to ring, say "please hold," and walk outside the room before beginning your conversation.

Register for campus alerts at <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

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

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, George Mason University has set forth a code of honor that includes policies on cheating and attempted cheating, plagiarism, lying and stealing. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

INDIVIDUALS WITH DISABILITIES POLICY

The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. 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 or call 703-993-2474 to access the DRC.

ATTENDANCE POLICY

Students are expected to attend the class periods of the courses for which they register. Although absence alone is not a reason for lowering a grade, students are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class. Students who fail to participate (because of absences) in a course in which participation is a factor in evaluation, or students who miss an exam without an excuse, may be penalized according to the weighted value of the missed work as stated in the course syllabus (GMU University Catalog, pg. 32).

PROFESSIONAL BEHAVIOR & DISPOSITIONS

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

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.