

GEORGE MASON UNIVERSITY
EDCI 790: INTERNSHIP IN EDUCATION (6)
PARTNERSHIP PROGRAM

Instructors

University Faculty and Clinical Faculty

Class Schedule

Meets Bi-Weekly in Assigned Elementary Schools

I. Course Description

The “Internship in Education” provides intensive supervised clinical experience for one full semester in an accredited school. Interns are supervised in a school placement setting that includes observations and seminar experiences.

Prerequisite: Admission to the FAST TRAIN Elementary or ESL Licensure Program and Partnership Cohort.

II. Student Outcomes

Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, 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).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

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. Class sessions 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 in their first placement for a period of approximately two weeks and in their second placement for two full weeks.

IV. Resources Available

Arends, R. I. (2003). Learning to teach, 6th ed. New York, McGraw Hill.:

Williamson, B., & Pribus, M. (1998). A first-year teacher's guidebook, 2nd ed. Dynamic Teaching Co.

Wong, H.K., & Wong, R.T. (1998). The first days of school: How to be an effective teacher. Harry K. Wong Publishing.

V. Course Requirements and Assignments

The following assignments are intended to further the intern's understanding of planning, teaching and assessing learning in an elementary school setting.

- A. Portfolio
- B. Observations of Teaching
- C. Co-Teaching
- D. Independent Teaching
- E. Attendance and Professionalism
- F. Formal Documentation of Progress
- G. School and Community Involvement

Relationship of Student Outcomes to Specific Course Assignments*

(*Key: A, B, C, etc. = course assignments listed above and defined as below.)

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

A. Portfolio

During the internship each student prepares a portfolio based on INTASC standard to illustrate his or her professional development as a teacher. The portfolio is created by interns and documents their progress in planning instruction, teaching children in all subject areas, and assessing student learning in both upper and lower elementary grade levels. The university facilitator provides guidance on the development and evaluation of the portfolio.

The portfolio is a collection of documents and artifacts that provide evidence of the interns' teaching experiences, reflections, and growth. This compilation of material synthesizes the intern's coursework and experiences and provides a summary of development from the perspective of the intern. Its purpose is to encourage the intern to become actively involved in monitoring his or her development as a teacher. As a record of the intern's growth, the portfolio demonstrates the intern's application of knowledge and skills. Each artifact in the portfolio requires a rationale for the inclusion of the artifact, the artifact itself, and a reflection demonstrating the growth of the intern as a teacher. The portfolio is a requirement for the successful completion of the Elementary Education Program and is assessed by clinical and university faculty at the end of the semester. Guidelines for the portfolio appear in the Appendices of the Partnership Manual.

B. Observations of Teaching

During **each** of the grade level placements (one at primary for seven weeks and one at upper for seven weeks), the clinical faculty will conduct at least two observations of the intern's teaching and the university facilitator will conduct at least one observation. If the intern is placed with a cooperating teacher, the university facilitator will observe two times during each placement and the

cooperating teacher will observe once. Summary observation reports need to be completed for each observation (see Appendix B).

C. Co-Teaching

Co-teaching will occur during two weeks of each placement during the semester. 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 two-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 Partnership Manual. Interns are **not** permitted to begin independent teaching until these materials are prepared.

During independent teaching in each placement, interns assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately two weeks. Interns are required to prepare lesson plans for Week 1 according to lesson plan format found in the Partnership Manual, and for Week 2 following individual university facilitator and clinical faculty requirements. Interns must have an approved lesson plan for every teaching episode.

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. Interns must familiarize themselves with the Faculty Handbooks for their respective school 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, substance abuse, and crisis management.

F. Formal Documentation of Progress

During the semester, interns are responsible for organizing a teaching notebook and completing a variety of forms to document their progress (Appendix Forms, Bi-Weekly Reports, Specific Observation Assignments, Lesson Plans, Reflections, Handouts, Assessments, etc.).

G. School and Community Involvement (Standard 10)

Interns must demonstrate evidence of initiative in the development of relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. Interns will provide

evidence of communication with parents and other professionals within the school as part of their professional documentation. Examples might include:

- creating a class web page to update parents on homework and classroom events (<http://www.teacherweb.com>),
- writing letters or newsletters to inform parents, and
- participating in back-to-school nights, science fairs, or family math nights with children and families in the school setting.

VI. Determination of the Final Grade

The Graduate School of Education (GSE) 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 George Mason University policy for internships and GSE policy.
- Degrees of Satisfactory performance by an intern will be awarded by clinical and 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.)