

George Mason University
EDCI 790.618 (CRN: 20113) Spring 2012:
INTERNSHIP IN EDUCATION (1 credit)

Instructor: Dr. Wendy Frazier [202-320-9331; wfrazier@gmu.edu]

Class Meets: Internship is scheduled in elementary schools following the public school calendar with after-school seminars.

Audience: TFA-GMU Elementary 2010 Cohort

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

I. Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

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 afterschool 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

Farr, S. (2010). *Teaching as leadership: How highly effective teachers close the achievement gap*. San Francisco: Jossey-Bass.

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:

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

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*, 3rd edition. Turners Falls, MA: Northeast Foundation for Children.

Kagan, S. & Kagan, M. (2009). *Kagan Cooperative Learning (All Grades)*. San Clemente, CA: Kagan Publishing. (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 acceptable progress through school supervisor's completion of "Profile For Evaluation of Teacher Candidate" each Spring semester
- 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 your assigned university faculty 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 your assigned university faculty, the intern must include a copy of one lesson plan (or unit plan) to document their positive attention toward purposeful instruction. Minimum of two lesson plans (or unit 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 (PBA)
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. Teacher Licensing Requirements
Teach For America is the intern's licensing agent. Please direct all teacher licensure questions to your assigned TFA administrator.

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, if requested by intern.
- A graduate intern who receives a No Credit grade will not be recommended to Teach For America 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

MASON'S COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.*
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

*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 to receive emergency calls in class if your instructor permits. If your phone is set to vibrate, then please keep your phone easily accessible, immediately accept the call so it does not continue to vibrate, say "please hold," and walk outside the room before beginning your conversation. Laptops and PDAs may be used in class during group and individual work time to maintain emergency contact and assist with you with your work, but laptops must be kept closed and PDAs face-down during whole class discussions. 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>.

**George Mason University
Form C (PBA)**

**Graduate School of Education
Mandatory**

Profile for Evaluation of Intern (On-The-Job Internship)

TFA Teacher: _____ Year: _____

School: _____ Subject(s)/Level(s): _____

School Administrator: _____

This assessment of the teacher’s performance is to be completed by a school administrator at the end of each Spring during the teacher’s on-the-job internship, which is two years in length. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects the teacher’s movement toward achieving proficiency over the course of the on-the-job internship.

- A rating of 3 indicates that the TFA teacher has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade in the Spring of the teacher’s second year of on-the-job internship.
- Ratings of 1 or 2 indicate skills that require continuing development. Please include comments that provide suggestions to the teacher.
- Ratings of 4 or 5 suggest that the teacher’s performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the teacher has exceeded expectations.

Performance Rating Scale

- 5 = Performance is of notable excellence.
- 4 = Performance often goes beyond expectations.
- 3 = Performance is consistently proficient.
- 2 = Performance needs some improvement.
- 1 = Performance needs significant improvement.
- NR = Performance on this item was not rated during this evaluation.

Summary of Scores:

| Spring _____ (year) | |
|-----------------------------------|-------|
| Preparation & Planning | _____ |
| Instruction and Management | _____ |
| Assessment | _____ |
| Professional Development | _____ |
| Grand Average (average of scores) | _____ |

| I. Preparation and Planning | Spring Score |
|--|---------------------|
| Uses curriculum guidelines and learning standards during planning to meet the needs of learners. | |
| Develops unit and lesson plans to meet the developmental and academic needs of diverse learners. | |
| Plans a sequence of engaging activities, which are focused on achievement of the instructional objective(s). | |
| Selects learning experiences, technology and materials to accommodate different styles and levels of learning. | |
| Relates activities to students' culture, interests, knowledge, and experiences. | |
| Integrates materials and activities that are sensitive to culture, disabilities and gender. | |
| Gathers, creates and organizes materials and equipment in advance. | |
| Plans for using various methods to assess students' learning. | |
| Collaborates with other teachers and specialists in planning. | |

Preparation and Planning

Average Rating (to 2 decimal places) _____

Comments: (use reverse side if needed)

| II. Instruction and Management | Spring Score |
|--|---------------------|
| Uses a variety of teaching methods, techniques and strategies. | |
| Consistently presents accurate content. | |
| Consistently provides clear instruction | |
| Provides opportunities for learners to participate actively and successfully at different levels. | |
| Provides opportunities for learners to work independently and in cooperative groups. | |
| Encourages critical thinking and problem solving. | |
| Appropriately uses a variety of materials, technology and other media to achieve instructional objectives. | |
| Motivates students through interesting and challenging activities. | |
| Communicates high expectations while respecting individual differences and cultural diversity. | |
| Creates and/or uses established routines to provide an orderly and supportive environment. | |
| Demonstrates courtesy and caring in relationships with students. | |
| Manages time, space and materials to keep students productively involved in learning. | |
| Demonstrates ability to manage 2/+ classroom activities simultaneously, with evidence of attention to each | |
| Works toward developing a positive classroom community. | |
| Handles disruptive or destructive behavior firmly and fairly. | |

Instruction and Management

Average Rating (to 2 decimal places) _____

Comments: (use reverse side if necessary)

| III. Assessment | Spring Score |
|--|---------------------|
| Uses Assessment that matches the objective | |
| Uses assessment to inform future instruction. | |
| Adapts pacing, methods and materials using feedback from students. | |
| Assesses for understanding and mastery through observation of students' performance. | |
| Assesses for understanding and mastery through evaluation of students' work. | |
| Keeps records of students' progress and problems. | |
| Communicates with students to inform them of their progress. | |
| Gathers, organizes, and analyzes student data to communicate progress to others. | |

Assessment

Average Rating (to 2 decimal places) _____

Comments: (use reverse side if necessary)

| IV. Personal and Professional Development | Spring Score |
|---|---------------------|
| Possesses the basic skills and knowledge needed to guide students' learning. | |
| Demonstrates effort to continue learning both content and pedagogy. | |
| Reflects on his/her professional practice. | |
| Welcomes assistance for improvement. | |
| Implements suggestions and recommendations for improvement. | |
| Can develop and explain professional judgments. | |
| Engages in productive relationships with professional colleagues and support staff. | |
| Demonstrates stamina, flexibility and a positive attitude. | |
| Is responsible, dependable and observant of school policies and procedures. | |
| Demonstrates dispositions associated with an effective career educator. | |
| Projects a professional image in terms of demeanor and appearance. | |

Professional and Personal Development

Average Rating (to 2 decimal places) _____

Final Comments: (use reverse side if needed)

Signatures

School Administrator (Signature) _____ Date _____

School Administrator (Print Name) _____

(The signature below indicates review rather than agreement.)

TFA Teacher (Signature) _____ Date _____

TFA Teacher (Print Name) _____

The information on this form becomes part of the student’s confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendation requested by the student.