

George Mason University
College of Education and Human Development
Secondary Education Program

EDCI 490 SECONDARY EDUCATION INTERNSHIP



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COURSE DESCRIPTION

EDCI 790 a full semester of intensive teaching experience in secondary education. The course is designed to support the intern in planning, implementing, and reflecting on teaching in the secondary setting. The intern, supported by the university supervisor and cooperating teacher, will gradually take over responsibilities of teaching in a secondary classroom.

COLLEGE EXPECTATIONS AND UNIVERSITY HONOR CODE

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

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/> for the full honor code.

- 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.
- 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.

GRADING

Grade	Definition
S	Satisfactory—Intern successfully meets internship requirements and can be recommended for teacher licensure
NC	No Credit—Intern 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.)
IP	In Progress—Intern’s performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

The Clinical Faculty member and the University Supervisor will jointly determine interim and final grades.

ASSIGNMENTS

Observations: The University Supervisor will have a minimum of six (6) meetings throughout the semester with each intern, one pre-internship meeting, four on-site visits, and one post-internship meeting. In addition, it is expected that the intern will maintain weekly contact with the university supervisor, and log their weekly hours (to be turned in to the supervisor at the end of the semester), as well as any other documentation to demonstrate progress. Clinical faculty will also conduct a minimum of four formal observations during the internship.

Teacher Work Sample: Each intern will complete and submit a Teacher Work Sample designed to measure impact on student learning. Details including objectives, expectations and assessment rubrics for each content area’s Teacher Work Sample can be found in the internship handbook. Please review these guidelines carefully. Upon completion of the Teacher Work Sample, each intern will upload all artifacts to Taskstream for assessment. Information regarding Taskstream can be found at <http://cehd.gmu.edu/api/taskstream>

General Expectations: Throughout the first 10-11 weeks of the Internship, the intern will co-teach and gradually assume more teaching responsibilities for the Clinical Faculty member’s classes. The intern should take responsibility for all or nearly all of the courses for the 4-5 week period following the co-teaching experience.

After the first week of internship experience, the intern should:

- 1) have a period-by-period schedule written out so it can be handed to your university supervisor. This schedule should indicate your teaching periods, subjects being taught, room number, the time each period begins and ends, your non-teaching periods, your cooperating teacher's periods, and the time you and your cooperating teacher confer about your daily programs; A form for a period-by-period schedule is attached to the syllabus.
- 2) arrange a specific time and place for the university supervisor to visit with you and with your cooperating teacher.

During the first few days in your internship:

- 1) get acquainted with the classroom, its personnel, and its policies;
- 2) become accustomed to handling routine matters;
- 3) assist the cooperating teacher by helping in daily activities, work with small groups of pupils, make reports, read announcements, help a pupil who has been absent, arrange bulletin boards, etc.;
- 4) become familiar with a wide variety of instructional materials;
- 5) begin planning the first units of work you will teach and review Teacher Work Sample requirements;
- 6) learn as much as you can about the pupils in the classes you will teach;
- 7) set aside a definite time each day for conferring with the cooperating teacher about progress and for suggestions for improvement;
- 8) develop skill in management routines;
- 9) identify and use effective techniques for maintaining a good climate for learning;
- 10) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your cooperating teacher and/or other personnel.

At the end of each week, interns should log hours and turn in a reflective summary of observations/experiences.

Some suggestions for formatting your reflection include

- A one page reflective summary
- A concept map linking ideas with implementation intentions
- A case study of a student with ideas for impacting achievement

Log hours are to be kept on Appendix O provided in your Intern Handbook, and submitted with all other artifacts found in your internship handbook.

Observations by University Supervisor

Your University Supervisor will observe your progress in assuming responsibilities for teaching a minimum of four (4) times. You may also request additional observations to gather feedback for improvement. Please accept your University Supervisor into your classroom as a resource to inform your instruction.

TENTATIVE SCHEDULE

NOTE: DATES AND OBJECTIVES MAY CHANGE ACCORDING TO EACH INTERN'S NEEDS

Week	To do	Handouts to send to University Supervisor by Monday of the next week
Week 1	<ul style="list-style-type: none"> Getting Oriented Setting up meeting with University Supervisor, Cooperating Teacher and Intern 	<ul style="list-style-type: none"> Contact and Schedule Information Log hours Meeting times for CF, US, and Intern
Week 2	<ul style="list-style-type: none"> Develop goals for internship Focus topic: Teacher-student interaction with a focus on learning styles 	<ul style="list-style-type: none"> Schedule 1st Observation for US Log hours List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship) Weekly reflection
Week 3	<ul style="list-style-type: none"> Teacher-student interaction with a focus on assessment and feedback 1st Observation by US 	<ul style="list-style-type: none"> Log hours Weekly reflection Reflective conference on observation with US
Week 4	<ul style="list-style-type: none"> Classroom management 	<ul style="list-style-type: none"> Log hours Weekly reflection
Week 5	<ul style="list-style-type: none"> Classroom management Assessing supporting relationships and teaching environment 	<ul style="list-style-type: none"> Log hours Weekly reflection Complete formative evaluation of US to provide feedback on university support so far
Week 6	<ul style="list-style-type: none"> Lesson plans CT and US collaboratively complete Interim Evaluation Profile 	<ul style="list-style-type: none"> Schedule 2nd Observation by US Log hours Weekly reflection
Week 7	<ul style="list-style-type: none"> Types of instruction 2nd Observation by US 	<ul style="list-style-type: none"> Log hours Weekly reflection Reflective conference on observation with US
Week 8	<ul style="list-style-type: none"> Types of instruction 	<ul style="list-style-type: none"> Log hours Weekly reflection
Week 9	<ul style="list-style-type: none"> Assessment of student learning 	<ul style="list-style-type: none"> Log hours Weekly reflection
Week 10	<ul style="list-style-type: none"> Assessment of student learning 	<ul style="list-style-type: none"> Schedule 3rd and 4th observations – Lesson plans are to be turned in to US at least 2 days

	(providing feedback)	prior to observation <ul style="list-style-type: none"> • Log hours • Weekly reflection
Week 11	<ul style="list-style-type: none"> • Assessing supporting relationships and teaching environment 	<ul style="list-style-type: none"> • Log hours • Weekly reflection • Complete formative evaluation of US
Weeks 12-15	<ul style="list-style-type: none"> • Responsibilities of teaching • 3rd and 4th Observation by US • End of week 15 – CT and US collaboratively complete Final Evaluation Profile • Post-intern meeting 	<ul style="list-style-type: none"> • Weekly reflection • Log hours • Reflective conferences on 3rd and 4th observation with US • Teacher Work Sample uploaded to Taskstream

Forms you need to turn in

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Interns and Cooperating Teachers initiate these forms. Forms should be submitted to the University Supervisor following discussion.
Appendix F (Exploratory Activities)	Intern must participate in three or more exploratory activities and document each. Documentation must be turned into University Supervisor.
Appendices G/H (Lesson Plan Guidelines/Format)	During independent teaching, Interns must provide weekly lesson plans for prior review by the Cooperating teacher and for the University Supervisor.
Appendices J/K (Intern's Evaluations for Cooperating Teacher/University Supervisor)	At the end of internship, complete a thorough evaluation of the Cooperating Teacher/University Supervisor. Complete these forms and fax back to the Office of Student and Faculty Services (703-993-2078).
Appendices O/P (Intern's Records of Hours)	Intern must keep a weekly record of their hours in order to receive licensure. Intern submits this form to the University Supervisor.
Appendix R (Teacher Work Sample)	Intern must submit all components of the Teacher Work Sample to Taskstream for assessment (see note below).
Notebook	Lesson plans, informal observations and feedback, observation reports, and other documentation must be kept in a notebook for review by Cooperating Teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook.

Important Note: Every student registered for any Secondary Education Program course is required to complete a performance-based assessment and upload that assessment to Taskstream. For the internship (EDCI 790), this assessment is the Teacher Work Sample. Evaluation of your performance-based assessment will be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

“Education is not a preparation for life; education is life itself.”

John Dewey

EDCI 790 Secondary Education Internship
 Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Cooperating Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

*Indicate subject for period and room number

*Indicate when Cooperating Teacher, Intern, and University Supervisor can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday

OTHER RESOURCES

- Barnekow, D. J. (1998). *Graphic organizers for science*. Portland, ME: J. Weston Walsh.
- Bybee, R.W., Powell, J.C., & Trowbridge, L.W. (2008). *Teaching secondary school science: Strategies for developing scientific literacy*. Upper Saddle River, NJ: Pearson.
- Hassard, J. (2005). *The art of teaching science: Inquiry and innovation in middle school and high school*. New York: Oxford University Press.
- Johnson, D. W. & Johnson R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers, Inc.
- Keely, P., Eberle, F., & Farrin, L. (2005). *Uncovering student ideas in science: 25 formative assessment probes*. Arlington, VA: National Science Teacher Association Press.
- Llewellyn, D. (2002). *Inquire within: Implementing inquiry-based science standards*. Thousand Oaks, CA: Corwin Press.
- National Resource Council. (2005). *How Students Learn: Science in the Classroom*. Committee on *How People Learn*, A Targeted Report for Teachers, M.S. Donovan and J.D. Bransford, Editors. Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.
- Slavin, R. E. (1995). *Cooperative learning*. Boston: Allyn and Bacon.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.