

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

**EDCI 790 SECONDARY EDUCATION INTERNSHIP
6 CREDITS; FALL 2013**



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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 clinical faculty, will gradually take over responsibilities of teaching in a secondary classroom.

Prerequisites: EDUC 522, EDUC 672 Methods I, Methods II, successful completion of all endorsement courses, and passing VCLA/Praxis II scores.

Corequisites: Students admitted prior to fall 2013 must take EDRD 619 along with internship.

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.

Commitment to the profession

Promoting exemplary practice

Excellence in teaching and learning
Advancing the profession
Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness
Honesty
Integrity
Trustworthiness
Confidentiality
Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities, and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

- 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.

COURSE ASSIGNMENTS & EXAMINATIONS

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 to turn in log hours and other documentation (such as weekly sheets, lesson plans, etc) to demonstrate progress. Clinical faculty will also conduct a minimum of four formal observations and four informal 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, as each content area has distinct expectations. 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 (Appendix P) 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 clinical faculty's periods, and the time you and your clinical faculty confer about your daily programs; A form for a period-by-period schedule is attached to the syllabus. Total hours are to be recorded for each week on Appendix Q.
- 2) Arrange a specific time and place for the university supervisor to visit with you and with your clinical faculty.

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 clinical faculty 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 clinical faculty 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 clinical faculty, university supervisor, and/or other personnel.

At the end of each week, interns should turn in their log hours, weekly sheets, and/or other documentation as required, and 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

Instructions regarding log hours are found 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 to 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.

Technology

- Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.
- Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

TaskStream

Every student registered for any Secondary Education Program course with a required performance-based assessment (Teacher Work Sample for EDCI 790) is required to submit this assessment to TaskStream. You are required to submit & upload your Teacher Work Sample assignment to TaskStream. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in 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.

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, Clinical Faculty 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 	<ul style="list-style-type: none"> • Schedule 1st Observation for US

	internship <ul style="list-style-type: none"> • Focus topic: Teacher-student interaction with a focus on learning styles 	<ul style="list-style-type: none"> • 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 • CF 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 (providing feedback) 	<ul style="list-style-type: none"> • Schedule 3rd and 4th observations – Lesson plans are to be turned in to US at least 2 days prior to observation • 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 – CF 	<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

	and US collaboratively complete Final Evaluation Profile <ul style="list-style-type: none"> • Post-intern meeting 	
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Forms you need to turn in

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Interns and Clinical Faculty 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 Clinical Faculty and for the University Supervisor.
Appendices J/K (Intern's Evaluations for Clinical Faculty/University Supervisor)	At the end of internship, complete a thorough evaluation of the Clinical Faculty/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 Clinical Faculty 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 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

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

EDCI 790 Secondary Education Internship
 Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Clinical Faculty Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

*Indicate subject for period and room number

*Indicate when Clinical Faculty, 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.
- Herr, N. (2007). *The sourcebook for teaching science*. San Francisco, CA: Jossey-Bass.
- 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.