

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

**EDCI 490 SECONDARY EDUCATION INTERNSHIP**



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**COURSE DESCRIPTION**

EDCI 490 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 mentor 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.

*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](http://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 mentor teacher 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 you, one pre-internship meeting, four on-site visits, and one post-internship meeting. In addition, it is expected that you will maintain weekly contact with your university supervisor to submit reflections and any other materials, such as hour log, lesson plans or other documentation to demonstrate progress. Mentor teachers will also conduct a minimum of four formal observations and four informal observations during the internship.

**Teacher Work Sample:** You 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, you 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, you will co-teach and gradually assume more teaching responsibilities for the mentor teacher’s classes. You should take responsibility for all or nearly all of the courses for the 4-5 week period following the co-teaching experience. See internship handbook for a more detailed suggested schedule.

**During the first week of internship experience, you should:**

- 1) Have a period-by-period schedule written out to submit to your university supervisor. This schedule should indicate teaching periods, subjects being taught, room number, the time each

period begins and ends, non-teaching periods, mentor teacher's periods, and conference times scheduled between intern and mentor teacher; A form for a period-by-period schedule is attached to the syllabus. Total hours are to be recorded for each week on Appendix O)

2) Arrange a specific time and place for the university supervisor to visit for a "meet and greet" session.

### **During the first few days in the internship:**

- 1) get acquainted with the classroom and your mentor teacher;
- 2) become accustomed to classroom rules and procedures;
- 3) assist your mentor 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 students in the classes you will teach;
- 7) set aside a definite time each day for conferring with your mentor teacher about progress and feedback;
- 8) identify and use effective techniques for maintaining a good climate for learning;
- 9) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your mentor teacher, university supervisor, and/or other personnel.

**At the end of each week, you should turn in you log hours, weekly sheets, and a reflective summary of observations/experiences to your University Supervisor. Specific artifacts to be submitted are at the discretion of your University Supervisor.**

Some suggestions for formatting your reflections 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 in Appendix N 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 or your University Supervisor 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**

- Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your mentor teacher and do not engage in activities

that are unrelated to your student teaching. Such disruptions show a lack of professionalism and may affect your assessment.

**Taskstream**

Every student registered for any Secondary Education Program course with a required performance-based assessment is required to submit this assessment to **Taskstream**. For your internship, you are required to submit three (3) assessments; the **final observation rubrics done by your University Supervisor (e.g. content and InTASC rubrics), and your Teacher Work Sample artifacts**. Evaluation of these performance-based assessments will be done using TaskStream. Failure to submit these three assessments 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	Send to University Supervisor
Week 1	<ul style="list-style-type: none"> <li>Getting Oriented</li> <li>Setting up meeting with University Supervisor, Mentor Teacher and Intern</li> </ul>	<ul style="list-style-type: none"> <li>Contact and Schedule Information</li> <li>Log hours</li> <li>Meeting times for Mentor Teacher, US, and Intern</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Develop goals for internship</li> <li><b>Focus topic:</b> Teacher-student interaction</li> </ul>	<ul style="list-style-type: none"> <li>Schedule 1<sup>st</sup> Observation for US</li> <li>Log hours</li> <li>List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship)</li> <li>Weekly reflection</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Teacher-student interaction with a focus on assessment and feedback</li> <li>1<sup>st</sup> Observation by US</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> <li>Reflective conference on observation with US</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Classroom management</li> <li>Assessing supporting relationships and teaching environment</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> <li>Complete formative evaluation of US to provide feedback on university support so far</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Mentor Teacher and</li> </ul>	<ul style="list-style-type: none"> <li>Schedule 2<sup>nd</sup> Observation by US</li> <li>Log hours</li> </ul>

	US collaboratively complete Interim Evaluation Profile	<ul style="list-style-type: none"> <li>Weekly reflection</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>Types of instruction</li> <li>2<sup>nd</sup> Observation by US</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> <li>Reflective conference on observation with US</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Types of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Assessment of student learning (providing feedback, testing, and grading)</li> </ul>	<ul style="list-style-type: none"> <li>Schedule 3<sup>rd</sup> and 4<sup>th</sup> observations – Lesson plans are to be turned in to US at least 2 days prior to observation</li> <li>Log hours</li> <li>Weekly reflection</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Assessing supporting relationships and teaching environment</li> </ul>	<ul style="list-style-type: none"> <li>Log hours</li> <li>Weekly reflection</li> <li>Complete formative evaluation of US</li> </ul>
Weeks 12-15	<ul style="list-style-type: none"> <li>Responsibilities of teaching</li> <li>3<sup>rd</sup> and 4<sup>th</sup> Observation by US</li> <li>End of week 15 – Mentor Teacher and US collaboratively complete Final Evaluation Profile</li> <li>Post-intern meeting</li> </ul>	<ul style="list-style-type: none"> <li>Weekly reflection</li> <li>Log hours</li> <li>Reflective conferences on 3<sup>rd</sup> and 4<sup>th</sup> observation with US (<b>Remember to upload the final formal observation rubrics (content and InTASC) to Taskstream</b>)</li> <li><b>Teacher Work Sample uploaded to Taskstream</b></li> </ul>

### Forms you need to turn in

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Interns and Mentor Teachers initiate these forms. <b>Forms should be submitted to the University Supervisor following discussion.</b>
Appendices E/F (Exploratory Activities)	Intern must participate in three or more exploratory activities and document each. <b>Documentation must be turned into University Supervisor.</b>
Appendices G/H (Lesson Plan Guidelines/Format)	During independent teaching, Interns must provide weekly lesson plans for prior review by the Mentor Teacher and for the University Supervisor.
Appendices J/K (Intern's Evaluations for Mentor Teacher/University Supervisor)	At the end of internship, complete a thorough evaluation of the Mentor Teacher/University Supervisor. <b>Complete these forms and send back to the Office of Student and Faculty Services (f. 703-</b>

	<b>993-2078, Thompson Hall, 1708).</b>
Appendices N/O (Intern’s Records of Hours)	Intern must keep a weekly record of their hours in order to receive licensure. <b>Submit this form to the University Supervisor.</b>
Appendix Q (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 should be kept in a notebook for review by mentor teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook.

**Important Taskstream Reminder:** Every student registered for any Secondary Education Program course with a required performance-based assessment is required to submit this assessment to **Taskstream**. For your internship, you are required to submit three (3) assessments; the **final observation rubrics done by your University Supervisor (e.g. content and InTASC rubrics), and your Teacher Work Sample artifacts**. Evaluation of these performance-based assessments will be done using TaskStream. Failure to submit these three assessments 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

EDCI 490 Secondary Education Internship  
 Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Mentor Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

\*Indicate subject for period and room number

\*Indicate when Mentor Teacher, Intern, and University Supervisor can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday



