

George Mason University
EDCI 790.614 Spring 2014:
INTERNSHIP IN EDUCATION (3 credits)

Instructor: Dr. Corey Sell

Office: Thompson Hall 1407 (*Fairfax Campus*)

Phone: 703.993.3824 (office)

Email: csell1@gmu.edu *

Office Hours: By appointment

**Best form of contact*

Instructor: Stephanie Bisson

Phone: 703.861.5761 (cell)

Email: sabisson31@gmail.com *

**Best form of contact*

Class Meets: Internship is scheduled in elementary schools following the public school calendar with asynchronous discussions online.

Audience: TFA-GMU Elementary 2012 Cohort

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 how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (2011 InTASC Standard 1).
- Use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (2011 InTASC Standard 2).
- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (2011 InTASC Standard 3).
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (2011 InTASC Standard 4).
- Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (2011 InTASC Standard 5).

- Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (2011 InTASC Standard 6).
- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (2011 InTASC Standard 7).
- Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (2011 InTASC Standard 8).
- Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner (2011 InTASC Standard 9).
- Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (2011 InTASC Standard 10).

Relationship of Student Outcomes to Specific Course Assignments

Student Outcomes/ INTASC Standards(above)	Course Assignments
Standard 1	A, B, C, D, E
Standard 2	A, B, C, D, E
Standard 3	A, B, C, D, E
Standard 4	A, B, C, D, E
Standard 5	A, B, C, D, E
Standard 6	A, B, C, D, E
Standard 7	A, B, C, D, E
Standard 8	A, B, C, D, E
Standard 9	A, B, C, D, E
Standard 10	A, C, D, E

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. Asynchronous online discussions and are facilitated by the course instructor. These asynchronous online discussions 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

Virginia's *Standards of Learning for K-6* (<http://www.doe.virginia.gov/testing/index.shtml>)

Washington, DC's *What Students are Learning*

(<http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning>)

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.

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

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. New York, NY: 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)

Shea, V. (2004). *Netiquette*. Retrieved from: <http://www.albion.com/netiquette/book/index.html>

V. Technology Requirements

For this course you will need:

- A. Consistent, easy access to a computer with functional monitor, reliable internet access, and software that affords:
 - 1. access to the course's Blackboard page
 - i. participation in online asynchronous discussions
 - 2. access to GMU email and word processing software
 - i. submission via email of your typed reflections and evidence of instructional planning using word processing software
 - 3. access to the college's Taskstream assessment system
 - i. uploading of intern profile form with signatures
- B. Consistent, easy access to a scanner for you to scan your signed intern profile form for upload on Taskstream

If you are having a problem accessing the Blackboard Learn environment, try: 1) contacting the ITU Support Center via phone (703-993-8870, Monday-Friday 8 AM – 7 PM), in person (Innovation Hall Room 233, Monday-Friday 8:30 AM – 5 PM), or via email at support@gmu.edu, 2) visiting the CLUB on the 3rd floor of the Johnson Center for face-to-face assistance (Monday-Thursday 9 AM – 7 PM and Fridays 10 AM – 4 PM), and, lastly, 3) emailing courses@gmu.edu if steps 1 and 2 did not resolve your issue. If you have a question about an assignment or due date, you can use your course forums, ask a friend, or revisit the course syllabus. Many other types of questions can be answered by using a search engine like Google.

VI. Expectations for Distance Education Learners and Instructors

It is expected that TFA teachers enrolled in this course will access the Blackboard page twice per week, but you will need to access Blackboard more frequently during those weeks when asynchronous discussions are scheduled to read, post, and respond during the discussion. At all times, the course instructor and TFA teachers should abide by “[the core rules of netiquette](#)” (Shea, 2004, p. 32) to ensure a safe, comfortable, and productive learning environment.

VII. Taskstream Requirements

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to [TaskStream](#) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). 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.

VIII. 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/>].

IX. Professional Dispositions

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

X. 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 [See <http://gse.gmu.edu/>].

XI. Course Requirements and Assignments

The following assignments are intended to further your understanding of planning, teaching, and assessing learning in an elementary school setting and are required for a grade of “S = Satisfactory” for this course.

- A. Reflective online discussion board entries and written reflections
- B. Video submissions of teaching (**10-minutes each**)
- C. Independent teaching
- D. Participation and professionalism in all course experiences
- E. Formal documentation of acceptable progress through school supervisor’s completion of “Profile For Evaluation of Teacher Candidate” (PBA) to be scanned and submitted electronically to Taskstream (once in Fall, once in Spring)

A. Reflective Online Discussions Board Entries and Written Reflection

Appreciative Inquiry (David Cooperrider, <http://appreciativeinquiry.case.edu/>) will be used as a framework for reflective work in this course. Appreciative inquiry is:

Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

In-quire' (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

The intern will participate in two asynchronous **online discussions** per semester. For each discussion, you will:

1. describe one thing that went well today in your classroom; and
2. read and respond meaningfully to your colleague's responses

Rubric for online discussion postings:

Online Discussion			
	Needs Revision (NC=No Credit)	Acceptable (S=Satisfactory)	Excellent (S=Satisfactory)
Timeliness	not posted by deadlines		posted by deadlines
Addresses Instructions of Assignment	doesn't address parts of assignment or superficially addresses assignment	adequately addresses assignment	thoroughly addresses assignment in a way that clearly demonstrates reflection, critical thinking, and analysis of the topic
Replies	did not reply to others	adequately replies to one or two others	substantively replies to three or more participants AND engages in in-depth, multi-post discussions with at least 1 participant

The goal of discussions is to positively contribute to the social and cognitive development of your colleagues in your cohort. Posting in a timely fashion and engaging with your colleagues via the online discussions is key to learning and a decent grade.

The intern will prepare **two written reflections**. For each reflection, you will:

1. **submit via Blackboard assignment** one double-spaced, one-page written reflection summarizing your participation and learning from the online discussion. Include three shared ideas (by yourself or others) that you will utilize in your future teaching.

Rubric for written reflections:

Written Reflection (Double-Spaced, One-Page; submitted via Blackboard assignment)			
	Needs Revision (NC=No Credit)	Acceptable (S=Satisfactory)	Excellent (S=Satisfactory)
Timeliness	not submitted via Blackboard assignment by deadline		submitted via Blackboard assignment by deadline
Addresses Instructions of Assignment	doesn't address parts of assignment or superficially addresses assignment	adequately addresses assignment	thoroughly addresses assignment in a way that clearly demonstrates reflection, critical thinking, and analysis of the topic

The goal of the written reflection is for you to summarize and reflect on strategies shared during the discussion that you intend to utilize in your future teaching.

B. Observations of Teaching

Interns will submit **two 10-minute videotapes** of their teaching per semester to www.beasmartercookie.com . For each videotape submitted, the intern must submit the **accompanying lesson plan (or unit plan) to Blackboard** to document their positive attention toward purposeful instruction. The course instructor will provide informal feedback on the intern's teaching using an appreciative inquiry approach to highlight aspects of the classroom environment that are working well and should be expanded on during future instruction.

Rubric for posting of video:

Posting of Video			
	Needs Revision (NC=No Credit)	Acceptable (S=Satisfactory)	Excellent (S=Satisfactory)
Timeliness	not posted by deadline		posted by deadline
Addresses Instructions of Assignment	doesn't address parts of assignment or superficially addresses assignment	adequately addresses assignment	thoroughly addresses assignment in a way that clearly demonstrates reflection, critical thinking, and analysis of the topic

Rubric for posting of lesson plan:

Submission of Lesson Plan			
	Needs Revision (NC=No Credit)	Acceptable (S=Satisfactory)	Excellent (S=Satisfactory)
Timeliness	not submitted via Blackboard assignment during week assigned		submitted via Blackboard assignment during week assigned
Addresses Instructions of Assignment	doesn't address parts of assignment or superficially addresses assignment	adequately addresses assignment	thoroughly addresses assignment in a way that clearly demonstrates reflection, critical thinking, and analysis of the topic

C. Independent Teaching

TFA will verify your employment as a full-time teacher of record at the PK-6 level throughout your internship experience.

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. Profile For Evaluation of Teacher Candidate (PBA)

This assessment of the teacher's performance is to be completed by a school supervisor at the end of the fall and spring semesters. 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.

Ratings received by December 1 are considered formative. By May 1:

- 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.

Completed and signed form should be scanned and submitted electronically via [Taskstream](#) by December 1 and May 1.

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.)

All course requirements and work listed above in items A through E must be submitted on time for successful course completion. No more than one reminder email will be sent to obtain late work.

XII. Course Calendar

Task	Due Date	How to Submit
Discussion board entry	Feb. 9	Post in new discussion thread
Response to two colleagues' entries	Feb. 14	Post inside two colleagues' discussion threads
Written Reflection 1	Feb. 28	Submit via Blackboard assignment
Video submission of teaching	Feb. 28	Submit via your classroom video sharing membership
Documentation of planning for videotaped instruction	Feb. 28	Submit via Blackboard assignment
Discussion board entry	March 23	Post in new discussion thread
Response to two colleagues' entries	March 28	Post inside two colleagues' discussion threads
Written Reflection 2	April 11	Submit via Blackboard assignment
Video submission of teaching	April 11	Submit via your classroom video sharing membership
Documentation of planning for videotaped instruction	April 11	Submit via Blackboard assignment
Intern Profile Form	May 1	Scanned and uploaded on to Taskstream

**George Mason University
Graduate School of Education
Mandatory (PBA)**

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

TFA Teacher: _____ **Academic Year:** _____

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

School Supervisor: _____

This assessment of the teacher’s performance is to be completed by a school supervisor at the end of the fall and spring semesters during the teacher’s on-the-job internship. 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. Ratings received at the end of the fall semester are formative. With regards to ratings received at the end of the spring semester:

- 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:

December		May	
Preparation & Planning	_____	Preparation & Planning	_____
Instruction and Management	_____	Instruction and Management	_____
Assessment	_____	Assessment	_____
Professional Development	_____	Professional Development	_____
Grand Average (average of scores)	_____	Grand Average (average of scores)	_____

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

Preparation and Planning

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

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

Instruction and Management

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

III. Assessment	December	May
1. Uses Assessment that matches the objective		
2. Uses assessment to inform future instruction.		
3. Adapts pacing, methods and materials using feedback from students.		
4. Assesses for understanding and mastery through observation of students' performance.		
5. Assesses for understanding and mastery through evaluation of students' work.		
6. Keeps records of students' progress and problems.		
7. Communicates with students to inform them of their progress.		
8. Gathers, organizes, and analyzes student data to communicate progress to others.		

Assessment

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

IV. Professional Development	December	May
1. Possesses the basic skills and knowledge needed to guide students' learning.		
2. Demonstrates effort to continue learning both content and pedagogy.		
3. Reflects on his/her professional practice.		
4. Welcomes assistance for improvement.		
5. Implements suggestions and recommendations for improvement.		
6. Can develop and explain professional judgments.		
7. Engages in productive relationships with professional colleagues and support staff.		
8. Demonstrates stamina, flexibility and a positive attitude.		
Is responsible, dependable and observant of school policies and procedures.	YES / NO	YES / NO
Demonstrates dispositions associated with an effective career educator.	YES / NO	YES / NO
Projects a professional image in terms of demeanor and appearance.	YES / NO	YES / NO

Professional Development

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

Signatures

School Supervisor (Signature)

Date

School Supervisor (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.

Please scan and submit via email to course instructor by Dec 1 and May 1.