

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

**EDCI 790 Section 005  
Secondary Education Internship**



---

Toya Jones Frank, Secondary Mathematics Education, tfrank4@gmu.edu

### Course Description

EDCI 790 a full semester of intensive teaching experience in secondary education. The course is designed to support the teacher candidate in planning, implementing, and reflecting on teaching in the secondary setting. The teacher candidate, 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

#### GMU Policies and Resources for students

1. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
3. 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.

4. 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/>].
5. 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/>].
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. 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.

[http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

#### 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/>

#### Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters 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>

- 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—Teacher candidate successfully meets internship requirements and can be recommended for teacher licensure
NC	No Credit—Teacher candidate 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
IP	In Progress—Teacher candidate’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 Blackboard for assessment.

**Edthena Expectations:** Teacher candidates will make recordings of their teaching between formal university supervisor visits. Initially, each candidate will give a brief tour of his or her classroom during the first or second week to become comfortable with the software. Additionally, they will record two 5-minute lesson excerpts and one longer segment. In each recording, the candidate will address a maximum of three practices/strategies/points of growth that the candidate, mentor, and supervisor identified based on the previous formal face-to-face observation conducted by the supervisor. Intern, mentor, and supervisor will code these videos, and the intern will intentionally and explicitly address the identified practices/strategies in the following formal observation conducted by the university supervisor.

**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 teacher candidate 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 Appendices L and M provided in your internship 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.

### Tentative Schedule

Note: Dates and objectives may change according to each teacher candidate's needs

<p style="text-align: center;"><b>FALL OR SPRING SEMESTER</b></p> <p style="text-align: center;"><b>Weeks 1- 3</b></p>	<ul style="list-style-type: none"> <li>▪ Observe, assist, and begin direct teaching/Indirect Teaching in classes</li> <li>▪ Plan with mentor teacher for Indirect Teaching</li> <li>▪ Develop lesson plans for teaching segments</li> <li>▪ Organize/respond to feedback from Mentor teacher</li> <li>▪ Create and maintain clinical experience notebook</li> <li>▪ Participate in Exploratory Activities</li> <li>▪ Meet with supervisor</li> <li>▪ Submit weekly paperwork/reflections to US</li> <li>▪ Submit first Edthena upload (tour of classroom)</li> </ul>
<p style="text-align: center;"><b>Weeks 4-8</b></p>	<ul style="list-style-type: none"> <li>▪ Continue taking over class periods/sections from mentor teacher</li> <li>▪ Develop daily written lesson plans for teaching segments</li> <li>▪ Confer with MT daily; with US as needed</li> <li>▪ Maintain clinical experience notebook</li> <li>▪ Participate in mid-term evaluation conference</li> <li>▪ Participate in Exploratory Activities</li> <li>▪ Meet with supervisor</li> <li>▪ Submit weekly paperwork/reflections to US</li> <li>▪ Upload two 5-minute lesson excerpt submissions</li> <li>▪ Code teaching segment and discuss with US and MT</li> </ul>
<p style="text-align: center;"><b>Weeks 9-13</b></p>	<ul style="list-style-type: none"> <li>▪ Direct Teaching full course load</li> <li>▪ Develop daily written lesson plans for teaching segments</li> <li>▪ Confer with MT daily; with US as needed</li> <li>▪ Maintain clinical experience notebook</li> <li>▪ Participate in Exploratory Activities</li> <li>▪ Meet with supervisor</li> <li>▪ Submit weekly paperwork/reflections to US</li> <li>▪ Upload a longer teaching segment to Edthena</li> <li>▪ Code teaching segment and discuss with US and MT</li> </ul>
<p style="text-align: center;"><b>Weeks 14-16</b></p>	<ul style="list-style-type: none"> <li>▪ Continue teaching full load (if needed)</li> <li>▪ Participate in final evaluation</li> <li>▪ Assist/observe in classes and resource programs</li> <li>▪ Complete attendance report and final paperwork</li> <li>▪ Complete evaluation of MT &amp; US</li> </ul>

### Forms to be submitted

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Teacher candidates and Mentor Teachers initiate these forms. <b>Forms should be submitted to the University Supervisor following discussion.</b>
Appendix P (Exploratory Activities)	Teacher candidate must participate in three or more exploratory activities and document each. Example Exploratory Activities are found in Appendix E. <b>Documentation must be turned into University</b>
Appendices F/G (Lesson Plan Guidelines/Format)	During independent teaching, Teacher candidates must provide weekly lesson plans for prior review by the Mentor Teacher and for the University
Appendix H (Teacher candidate'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 993-2078, Thompson Hall, 1708.</b>
Appendices N/O (Teacher candidate's Records of Hours)	Teacher candidate must keep a weekly record of their hours in order to receive licensure. <b>Submit this form to the University Supervisor.</b>
Appendix O (Teacher Work Sample)	Teacher candidate must submit all components of the Teacher Work Sample to Blackboard 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. Teacher candidates also must keep a log of hours and attendance in the notebook

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

John Dewey

EDCI 790 Secondary Education Internship  
 Contact and Schedule Information

Teacher candidate 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, Teacher candidate, and University Supervisor can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday