

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

**EDCI 490 Secondary Education Internship
(Section 002/Mathematics)**

Pre-requisites: EDCI 372/572, EDCI 472/672, EDRD 419/619, EDUC 372/672, EDUC 422/522



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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.

Course Delivery

This course is an internship and all meetings will be held in an intern's area school and classroom. Please note that this course is held in conjunction with the internship seminar (optional for undergraduate interns) and that the Internship Handbook also provides a number of details about internship requirements.

Required Texts

There are no required texts for this course. All students in this course must purchase an Edthena license.

Relationships to Professional Standards and Course Objectives

By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional

Association (SPA): National Council of Teachers of Mathematics, <http://www.nctm.org>.

Students should also have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC):

- http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html

Finally, students should be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards:

- <http://boardcertifiedteachers.org/certificate-areas>

GMU/CEHD Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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 [See 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 [See <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/>].

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Grading

A+ 99-100%	B 83-87%	C - 70-72%
A 93-98%	B- 80-82%	D 60-69%
A- 90-92%	C+ 78-79%	F Less than 60%
B+ 88-89%	C 73-77%	

The mentor teacher and the university supervisor will jointly determine interim and final grades.

Assignments

Observations

The university supervisor will have a minimum of seven (7) meetings throughout the semester with you, one pre-internship meeting, four on-site visits with post-observation conferences, one mid-term evaluation meeting, 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/TK20 for assessment.

Edthema Assignments

Teacher candidates will make recordings of their teaching between formal university supervisor visits. In each recording, the candidate will address a maximum of three practices, strategies, or 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.

Collaborative Learning Team Assessment

Today's teachers are increasingly expected to play a teacher leadership role, with each professional (novice and veteran) facilitating not only his/her own but also colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is expected. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning. For this assessment, you will complete the Collaborative Learning Team Task to demonstrate that you recognize and can take active responsibility for instruction and student learning.

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress based on one or more assessments
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Please note the general responsibilities for this task:

- 1) The intern completes the Collaborative Learning Team Assessment
- 2) The intern uploads final task template to Blackboard/TK20

- 3) The mentor teacher evaluates task template in Blackboard/TK20

Video Reflection Task

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011). Van Manen (1977) describes three hierarchical levels of reflection:

- Technical reflection – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- Practical reflection – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- Critical reflection – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (pg 84). Reflecting upon a critical incident can affect change in:

- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. Your analysis will focus on what you learn from reflecting on this event.

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a lesson plan, (b) the holistic reflection, and (c) critical incident video clip and analysis. You will submit:

- **A Lesson Plan for the Recorded Lesson**
Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**
After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**
After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

Please note the general responsibilities for this task:

- 1) The intern completes the Video Reflection Task after the supervisor's first observation and prior to the mid-point of the internship semester
- 2) The intern uploads all elements of the Video Reflection Task—videos, lesson plan, reflections, etc.—into Edthena
- 3) The supervisor evaluates the Video Reflection Task in Blackboard/TK20

General Expectations

Throughout the first 6-8 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 6-8 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 the appropriate form included in the handbook appendices.
- 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 the appendices of the 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 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.

Performance-Based Assessments Submission Requirements

Every student registered for any Masters of Education or licensure course with a required performance-based assessment is required to submit these assessments to Blackboard/TK20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For EDCI 790, you are required to submit three (3) assessments: 1) the final NCTE evaluation form completed by your University Supervisor; 2) the final InTASC evaluation form completed by your supervisor; 3) your Teacher Work Sample project. Evaluation of the performance-based assessments by the course instructor will also be completed in Blackboard/TK20. Failure to submit the assessments to Blackboard/TK20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard/TK20 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 (US)
Week 1	<ul style="list-style-type: none"> • Getting oriented • Setting up meeting with University Supervisor, Mentor Teacher, and Intern 	<ul style="list-style-type: none"> • Contact and schedule information • Log hours • Meeting times for Mentor Teacher, US, and Intern
Week 2	<ul style="list-style-type: none"> • Develop goals for internship • Focus topic: Teacher-student interaction 	<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 • Intern completes Video Reflection Task (supervisor evaluates) 	<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 • Mentor Teacher 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, testing, and grading) 	<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 12-16	<ul style="list-style-type: none"> • Responsibilities of teaching • 3rd and 4th Observation by US • Intern completes Collaborative Learning Team Task (mentor teacher evaluates) • End of week 16 – Mentor Teacher 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 (Remember to upload the final formal observation rubrics (content and InTASC) to Blackboard/TK20 • Teacher Work Sample uploaded to Blackboard/TK20

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. Forms should be submitted to the University Supervisor following discussion.
Appendices E (Exploratory Activities)	Intern must participate in three or more exploratory activities and document each. Documentation must be turned into University Supervisor.
Appendices F/G (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. The candidate will not be allowed to teach without approved lesson plans.
Appendices J (Intern's Records of Hours)	Intern must keep a weekly record of their hours in order to receive licensure. Submit this form to the University Supervisor.
Appendix L (Teacher Work Sample)	Intern must submit all components of the Teacher Work Sample to Blackboard/TK20 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.

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