

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Secondary Education Program

EDCI 791 Section 001
Internship Seminar in Secondary Education Teaching
2 Credits, Fall 2017
5:00 - 7:00 PM/Wednesdays, Thompson Hall L013

Faculty:

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Office Hours: By appointment
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Prerequisites/Corequisites

Co-requisite: EDCI 790

University Catalog Course Description

Focuses on critical reflection regarding effects of teacher actions on others; develops skills as a reflective practitioner; presents research-based rationales for instructional decision-making.

Course Description

The internship seminar is a course taken during students' internship experience. The seminar is an ongoing exchange in which interns are both participants and developers. Interns are expected to share their own experiences in their classrooms and school communities. Students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and learners.

Course Delivery Method

This is a seminar course.

Course Learning Outcomes/Objectives

In concert with the goals and objectives of the Secondary Education internship to develop skills as a reflective practitioner, in the internship seminar students will:

- Develop skills as a reflective practitioner; continually evaluate his/her practice, particularly the effects of her choices and interactions with others
- Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
- Present thoughtful research-based rationale for decision-making
- Reflect and dialogue about teaching practice individually as well as in a professional learning community
- Collaborate with other teacher interns to discuss internship challenges and successes related to lessons, activities, and assessments which align with learning objectives, evidence of student learning

- Discuss ways to elicit student background (e.g., interests, needs, culture) and make sensitive use of this

Professional Standards

The course focuses on support and discussion related to designing classroom environments that meet the needs of all learners as called for by the [Standards of Learning for Virginia Public Schools](#) and each professional content standard and as outlined, Council for the Accreditation of Educator Preparation, [CAEP](#), each of the content SPAs, and the Interstate New Teacher Assessment and Support Consortium ([InTASC](#)).

Textbook and Resource Materials Required

No textbook purchase is required for this course. **A current subscription to Goreact is required.** Access to Internet and Blackboard are required.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, [NOT APPLICABLE] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Online Resources:

- Commonwealth of Virginia (2010). *Standards of Learning for Virginia Public Schools*. Retrieved from: <http://www.doe.virginia.gov/testing/index.shtml>
- Access to professional standards documents as specified by content area.
- Other resources will be distributed in class or posted on-line at the course website.

Your GMU email address is required for communication with the course instructor and for use of Blackboard. The Blackboard site can be found at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Use the same login as your GMU email.

Recommended Reading:

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Burant, T., Christensen, L., Salas, K. D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2nd ed.). Portsmouth, NH: Heinemann.

- Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.
- Freire, P. (1970/1994). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.
- Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2nd ed.). Thousand Oaks, CA: Corwin.
- Gorski, P., Zenkov, K., Osei-Kofi, N., & Sapp, J. (Eds.). (2012). *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts*. Sterling, VA: Stylus.
- Knowles, J. G., Cole, A. L., & Presswood, C. S. (1994). *Through preservice teachers' eyes*. New York, NY: Merrill.
- Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Nieto, S. (2005). *Why we teach*. New York, NY: Teachers College Press.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2012). *Teaching to change the world* (4th ed.). Boulder, CO: Paradigm Publishers.
- Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.
- Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.
- Sornson, B. (2005). *Creating classrooms where teachers love to teach and students love to learn*. Golden, CO: Love and Logic Institute, Inc.

Thompson, J. G. (2013). *The first-year teacher’s survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3rd ed.). San Francisco, CA: Jossey-Bass.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

Course Requirements:

Class Participation (weekly):

Your attendance and participation at your school and seminar sessions is critical not only to your own success, but to that of your colleagues. Attendance and participation are expected in both your classroom and in seminars, but emergencies do arise. Please notify your cooperating teacher and your supervisor if you will be tardy or absent from your internship or seminar. Excessive late arrivals, lack of preparation, and any unsatisfactory absence—one that is not pre-arranged and/or approved by an instructor—will severely and negatively impact your grade. Projects late due to unsatisfactory absences will be accepted at the discretion of the instructor. Attendance and completion of seminar assignments can affect whether or not you successfully complete your internship. Please turn all electronic devices on silent when you enter class.

Becoming a Reflective Practitioner (weekly):

You are becoming a professional teacher. Be open to new experiences, ideas, challenges, and your continuous professional development.

It is your responsibility to come to class with insights, questions, comments, and concerns based on your internship experience. The quality of our conversations and your growth will be largely based on your commitment to engaging deeply with your student teaching experience. In order to reflect on your own learning and to be ready to discuss your insights, questions, you will need to keep a daily journal (physical or electronic) of your experience. This will be a private place for you to keep track of best practices, big ideas, and burning issues. Please bring your journal to the seminars and conferences. In conjunction with your working portfolio, maintain a notebook in which you make substantive entries every day you are in the field. Entries may consist of a description of a particular experience that day, questions and concerns about the incident, and thoughts about how you will respond to this experience in the future. In addition, you will complete a reflection form (see Appendix A) each week. Post it on our Blackboard discussion site (see below).

Weekly Blackboard Discussion Board Participation (weekly):

You are expected to log on a several times a week to check for assignments, posts, and/or participate in online discussions. Your online commitment includes the following tasks:

- 1) Posting of your weekly reflection based on your internship experience (see Appendix A). Each week there will be a new thread available for your weekly reflection. The weekly reflection is due no later than Sunday by 11:59 pm.
- 2) Graduate students are required to locate and post a peer-reviewed article related to the topic of their weekly reflection and integrate what they glean from the article into their

reflection. By the end of the semester you must have included at a minimum three articles in your reflection. Use this as an opportunity to start thinking about the challenges of teaching and learning that you would like to further explore in your research project next semester.

- 3) As a critical friend you will respond to your colleague's weekly reflection on Blackboard by the time we meet for class. Your responses to your colleague's posts should be respectful, intellectually curious, and go beyond the superficial (e.g. "That's great!").

Reflection about Lesson Plan (selected date):

On the date you select, bring to seminar one complete lesson plan that you recently taught, an uploaded video on Goreact, as well as any teaching tools you used and a sample of student work produced in this lesson. This can be a lesson and/or video that you shared with your university supervisor. You will show a portion (1-3 minutes) of the video in class that you want to further evaluate, reflect on, and discuss with your peers. Come prepared to discuss, reflect, and ask and answer questions. The presentation and discussion will be about 10-12 minutes long.

*Note: A week prior to your presentation of the lesson plan, you will share the video through Goreact with your critical friends and post a reflection on that lesson. You and your critical friends will reflect and discuss the 10-15 minute long video. Like your weekly reflection, your responses to your colleague's video and reflection should be respectful, intellectually curious, and go beyond the superficial.

Community Mapping (September 13):

It is important for you to know your students, their families, and the surrounding community. Your job is to explore and learn about the community. You will create a digital map (e.g., Google maps) with the intent of figuring out where teenagers hang out and how they interact with the community. The following questions can help guide you:

1. What kinds of retail options are available in the community?
2. Are there recreational spaces (i.e. parks, community centers) for children and teenagers?
3. What grocery and food options are there?
4. What additional resources are available to the community (i.e. university, library)?
5. Are there local cultural (i.e. art centers, theaters), historical (i.e. historical plaques, archives) and environmental resources (i.e. city, state, or federal parks, zoo) in or near the community?
6. Additional resources or information that you think is necessary to know (i.e. traffic patterns, socioeconomics, racial mix in neighborhoods).

You will present your findings in a one to two pages. Be ready to also present your map and findings to your classmates. Here are some guiding questions to help you write your results:

1. Overall, what did you learn about the community?
2. What did you learn about the community that surprised you?
3. How could community mapping be useful in your class and impact your teaching practices?
4. In what ways, if any, were your perceptions changed or enhanced by learning a little more about the community you work in?

Attendance Policy

Attendance in the course is mandatory. If you cannot come to a specific class session due to a schedule conflict, notify the instructor at least one week in advance for an excused absence. Attendance is tied into your participation grade. If you are not in class, you are not participating.

Late Work

Work is due on the announced due date. All late work will incur a penalty of 10 percent for each day late. The only exception to this is for those students with excused absences (see Attendance Policy above).

Course Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (unless directed otherwise) by midnight. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Professional writing quality (including mechanics, organization, and content) is expected in each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% each day late), excepting extraordinary circumstances. Please see instructor with questions and concerns about assignments, expectations, or seminar activities.

Grading Scale

Assignment	Due Dates	Points	Percentage of final grade
Class participation	Weekly	30	30
*Reflections and participation including 3 article presentations	Weekly	50	50
Reflection about lesson plan	Selected date	10	10
Community mapping	Sept 13	10	10
Total		100	100

***Differentiated Assignment for Undergraduate and Graduate Students:**

In addition to the weekly reflections, graduate students are required to also locate and post three peer-reviewed articles related to dilemmas in teaching practice they have identified. They are required to report out and present on the key points and connections from the theoretical stance of the article to their practice and integrate what they glean from the article into their reflections. Articles should be posted in the Class Resource Folder on Bb.

Letter Grade	Percentage
A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 -70
F	Below 70%

Tentative Course Schedule

Date	Topic
Aug. 30	<p>Topic: Introduction to the course and internship expectations</p> <p><i>Assignment:</i> Review all internship materials, forms and assessments Become familiar with course Blackboard site Work on the community map assignment</p> <p><i>Assignment:</i> Reflection 1 due on Sunday, Sep 3 Respond to critical friends by Wednesday, Sep 6</p>
September 6	<p>Topic: Reflective practice and the role of critical friends</p> <p><i>Assignment:</i> Reflection 2 due on Sunday, Sep 10 Respond to critical friends by Wednesday, Sep 13 Work on the community map assignment</p>
September 13	<p>Guest Speaker: Jeff Davis, Director of Clinical Practice Topic: School community and Curriculum and standards Bring MT lesson plan to critique and revise (make it your own!)</p> <p><i>Assignment:</i> Reflection 3 due Sunday, Sep 17 Respond to critical friends by Wednesday, Sep 20 Community Map due</p>
September 20	<p>Topic: Preparing for the job market Guest Speaker: Charlotte Straus, Career Center- Preparing for the job market</p> <p><i>Assignment:</i> Reflection 4 due Sunday, Sep 24 Respond to critical friends by Wednesday, Sep 27</p>
September 27	<p>Topic: Impact on Student Learning workshop <i>Interns from last semester will come in and discuss the Impact on Student Learning paper</i></p> <p><i>Assignment:</i> Reflection 5 due Sunday, Oct 1 Respond to critical friends by Wednesday, Oct 4</p>
October 4	<p>Topic: Student assessments</p> <p><i>Assignment:</i> Reflection 6 due Sunday, Oct 8 Respond to critical friends by Wednesday, Oct 11</p>
October 11	<p>Topic: Collaborative Learning Teams Bring CLT assessment</p>

	<p>Lesson Discussion</p> <p><i>Assignment:</i> Reflection 7 due Sunday, Oct 15 Respond to critical friends by Wednesday, Oct 18</p>
October 18	<p>Topic: Classroom presence and time management Share top 2 strategies you like to use</p> <p>Lesson Discussion</p> <p><i>Assignment:</i> Reflection 8 due Sunday, Oct 22 Respond to critical friends by Wednesday, Oct 25</p>
October 25	<p>Topic: Diversity and differentiation Share top 2-3 techniques and strategies</p> <p>Lesson Discussion</p> <p><i>Assignment:</i> Reflection 9 due Sunday, Oct 29 Respond to critical friends by Wednesday, Nov 1</p>
November 1	<p>Topic: Diversity and differentiation</p> <p>Lesson Discussion</p> <p><i>Assignment:</i> Reflection 10 due Sunday, Nov 5 Respond to critical friends by Wednesday, Nov 8</p>
November 8	<p>Topic: Teacher evaluations/ work day</p> <p><i>Assignment:</i> Reflection 11 due Sunday, Nov 12 Respond to critical friends by Wednesday, Nov 15</p>
November 15	<p>Topic: Analyzing student data</p> <p>Lesson Discussion</p> <p><i>Assignment:</i> Work on the Impact on Student Learning Paper</p>
November 22	<p>Happy Thanksgiving!</p> <p>Time to write that Impact on Student Learning Paper</p>
November 29	<p>Guest Speaker: Rebekah Flis, Licensure Specialist Impact on Student Learning Check-In</p> <p>Lesson Discussion</p>

	Assignment: Work on the Impact on Student Learning Paper
December 6	Topic: Complete course evaluation. Reflect on experiences and plans for the future. Write a letter to next semester's interns Assignment: Finishing touches on Impact on Student Learning

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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center 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/>).
- The 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/>).

The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

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>

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship.** Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

DEADLINES

Spring 2018 internship application deadline:

- * Traditional Internship: *September 15, 2017*
- * On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Appendix A
Weekly Reflection Form

Week of:

Name:

Content Area:

1. As you reflect on the week, were the students in the class you taught or observed cognitively engaged in the work? How do you know?
 2. Did the students learn what they were expected to learn? How do you know? If you don't know at this point, when will you know, and what will be evidence of their learning?
 3. How did the instructional strategies you chose or observed support student learning? How do you know?
 4. What have you or your cooperating teacher done to promote a culture for learning in your classroom?
 5. Were lesson plans altered or were outcomes adjusted over the week as lessons were taught? If so, how and for what reason?
 6. If you had the opportunity to teach the lesson (or teach it again) to the same group of students, what would you do differently?
 7. Share any additional comments about you week here.
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