

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

EDCI 791 - 002, "Internship Seminar in Secondary Education Teaching" (2 Credits)
5:00 - 7:00 PM Wednesdays, Thompson Hall L028



Instructor Information

Name: Amber Jensen

Office Hours: Before class (Wednesdays 4:30 – 5:00)

By appointment in person on campus, via phone, Skype, or Google Hangout

Email address: ajensen8@gmu.edu

Pre-Requisite(s)/Co-Requisite(s)

EDUC 422/522, EDUC 372/672, EDRD 419/619, Methods I (Subject-Specific), Methods II (Subject-Specific); students enrolled in EDCI 791 must also enroll in 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, and personal laptops and/or tablets are encouraged in class, but not required.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required Tk20 performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s) to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. **NOTE: For EDCI 791, there are no required Tk20 Performance-Based Assessments.**

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/CEHD 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://courseessupport.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/>.

GSE/CEHD Information

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 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>

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>.

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).

Grading Scale

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

Course Assignments

1. Class Participation (weekly, during seminar)

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 mentor teacher (MT) and your university supervisor (US) if you will be tardy or absent from your internship, and notify your instructor if you plan to be tardy or absent from 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, and use them only for learning purposes.

2. Reflective Practice and Writing (weekly, throughout your teaching experience)

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 are highly recommended to **keep a regular 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. Entries from your teaching experiences may consist of a description of a moment or situation, questions and concerns about an incident, and thoughts about how you will respond to this experience in the future. Please bring your journal to seminar each week, and plan to share from and add to it. You will complete a weekly reflection (see Appendix A) that may draw upon the observations, questions, and experiences from your journal, and will be shared with your critical friends and classmates for discussion and collaborative reflection. Post it on our Blackboard discussion site (see below).

3. Weekly Blackboard Discussion Board Participation (weekly, outside of seminar)

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

- 1) **Post 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 only*: **Locate and post a peer-reviewed article related to the topic** of your weekly reflection and integrate what you glean from the article into your reflection. Include the source documentation at the end of your reflection using APA or MLA format. By the end of the semester, you must have included **a minimum of three articles** in your collective set of reflections. 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) **Respond to the weekly reflections of your critical friends group on Blackboard prior to class**. Your responses to your classmates' posts should be respectful, intellectually curious, and go beyond the superficial (e.g. "That's great!").

4. Reflection about Lesson Plan and Teaching Video (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 classmates' videos and reflections should be respectful, intellectually curious, and go beyond the superficial.

5. Community Mapping (due Sept. 20)

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 1-2 page written response, which you will submit to Blackboard prior to the beginning of the class during which you present. Be ready to also present your map and findings to the class. Here are some guiding questions to help you write your response:

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?

Assignment Submission 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.

Course Requirements

Assignment	Due Dates	Points	Percentage of final grade
Class participation	Weekly	60	30
*Ten (10) weekly reflections and peer responses	Weekly	100	50
Reflection about lesson plan and teaching video	Selected date	20	10
Community mapping	Sept 20	20	10
Total		200	100

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

In addition to the weekly reflections, graduate students are required to also locate and post a minimum of 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 may be posted in the Class Resource Folder on Blackboard.

Course Calendar (subject to change)

Week	Date	Seminar Topic(s) and Assignment(s)
1	August 30	<p>Topic: Introduction to the course, internship expectations, and reflective practice</p> <p><i>Assignment:</i> Become familiar with course Blackboard site and GoReact Video and upload classroom tour and practice commenting on your and others' videos</p>
2	September 6	<p>Topic: Reflective practice and the role of critical friends</p> <p><i>Assignment:</i> Reflection 1 due on Sunday, Sept. 10 by 11:59 PM Respond to critical friends by Wednesday, Sept. 6 before class Bring MT lesson plan to critique and revise during next seminar class Work on the community map assignment</p>
3	September 13	<p>Topic: Curriculum and standards Guest Speaker: Jeff Davis, Director of Clinical Practice (5:00 – 5:45 PM)</p> <p><i>Assignment:</i> Reflection 2 due on Sunday, Sept. 17 by 11:59 PM Respond to critical friends by Wednesday, Sept. 13 before class Work on the community map assignment; upload to Blackboard before next class</p>
4	September 20	<p>Topic: The community, engaging with families and neighborhoods</p> <p>COMMUNITY MAP DUE (to Blackboard before class)</p> <p><i>Assignment:</i> Reflection 3 due on Sunday, Sept. 17 by 11:59 PM Respond to critical friends by Wednesday, Sept. 20 before class</p>
5	September 27	<p>Topic: Impact on Student Learning (ISL) + Collaborative Learning Team (CLT) Guest Speaker(s): Interns from last semester will come in and discuss the ISL+CLT</p> <p><i>Assignment:</i> Reflection 4 due on Sunday, Sept. 24 by 11:59 PM Respond to critical friends by Wednesday, Sept. 27 before class Complete and upload ISL Phase I to Blackboard</p>
6	October 4	<p>Topic: Student assessments Peer Workshop: ISL Phase I (uploaded Week 5)</p> <p><i>Assignment:</i> Reflection 5 due on Sunday, Oct. 1 by 11:59 PM Respond to critical friends by Wednesday, Oct. 4 before class</p>
7	October 11	<p>Topic: Working collaboratively, professional communities in practice Guest Speaker: Charlotte Straus, Career Center (5:00 – 6:00 PM)</p> <p>STUDENT LESSON DISCUSSION 1, 2, 3</p> <p><i>Assignment:</i> Reflection 6 due on Sunday, Oct. 8 by 11:59 PM Respond to critical friends by Wednesday, Oct. 11 before class</p>
8	October 18 *MIDTERM*	<p>Topic: Technology in the classroom; favorite resources roundtable SurveyMonkey: Candidate Dispositions self-assessment (in class)</p>

		<p>STUDENT LESSON DISCUSSION 4, 5, 6</p> <p><i>Assignment:</i> Reflection 7 due on Sunday, Oct. 15 by 11:59 PM Respond to critical friends by Wednesday, Oct. 18 before class</p>
9	October 25	<p>Topic: Classroom presence and time management, strategy roundtable</p> <p>STUDENT LESSON DISCUSSION 7, 8, 9</p> <p><i>Assignment:</i> Reflection 8 due on Sunday, Oct. 22 by 11:59 PM Respond to critical friends by Wednesday, Oct. 25 before class Complete and upload ISL Phase II to Blackboard</p>
10	November 1	<p>Topic: Diversity and differentiation Peer Workshop: ISL Phase II (uploaded Week 9)</p> <p>STUDENT LESSON DISCUSSION 10, 11, 12</p> <p><i>Assignment:</i> Reflection 9 due on Sunday, Oct. 29 by 11:59 PM Respond to critical friends by Wednesday, Nov. 1 before class</p>
11	November 8	<p>Topic: Diversity and differentiation</p> <p>STUDENT LESSON DISCUSSION 13, 14, 15</p> <p><i>Assignment:</i> Reflection 10 due on Sunday, Nov. 5 by 11:59 PM Respond to critical friends by Wednesday, Nov. 8 before class</p>
12	November 15	<p>Writing Work Day</p> <p><i>Assignment:</i> Work on ISL+CLT and other internship requirements</p>
13	November 22	NO SEMINAR; GMU classes cancelled for Thanksgiving Break
14	November 29	<p>Topic: Bridging to teacher research, reflection and questions for further inquiry Guest Speaker: Rebekah Flis, Licensure Specialist (5:00 – 5:45) Peer Workshop: ISL Phase III and IV</p> <p>STUDENT LESSON DISCUSSION 16, 17, 18</p> <p><i>Assignment:</i> Work on ISL+CLT and other internship requirements</p>
15	December 6	<p>Topic: Complete course evaluation. Reflect on experiences and plans for the future. Write a letter to next semester's interns</p> <p><i>Assignment:</i> Finishing touches on ISL+CLT; submit to EDCI 790 Blackboard Course and to your university supervisor (US) by agreed-upon deadline</p>
16	December 13	NO SEMINAR; Enjoy your Winter Break and thanks for all of your hard work!

Appendix A
Weekly Reflection Questions

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 mentor 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 your week here.

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* (4thed.). 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.