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

EDCI 790, "Internship in Secondary Education" (6 Credits)
(Section 013)

Key Information

Lead English Instructor: Kristien Zenkov, PhD, Professor
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My University Supervisor: _____

Phone: _____

Email: _____

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 790 must also enroll in EDCI 791

Course Description
EDCI 790 is 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 Method
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 and that the Internship Handbook also provides a number of details about internship requirements.

Learner Outcomes
This course is designed to enable teacher candidates to do the following:
1) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2) Understand how students learn and develop and provide learning opportunities that support students' intellectual, social, and personal development.
3) Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners.
4) Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5) Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
6) Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom.
7) Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
8) Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
9) Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally.
10) Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Professional Standards
All students in this course 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):
https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

In addition, students should have an understanding of and be able to apply the teaching and learning standards as outlined by their respective specialized professional association, as below.

English
NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts
- Content Knowledge I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Content Knowledge II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Content Pedagogy III: Planning Literature and Reading Instruction in ELA III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Content Pedagogy IV: Planning Composition Instruction in ELA IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Learners and Learning V: Implementing English Language Arts Instruction V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- Professional Knowledge and Skills VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Professional Knowledge and Skills VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Required Texts
There are no required texts for this course. All students in this course are REQUIRED to purchase a GoReact license.

Assignments
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 and SEED Internship Blackboard Organization website 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 students, make reports, read announcements, help a student 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 Impact on Student Learning (ISL) 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 your log of hours and a reflective summary of observations/experiences to your university supervisor. Specific artifacts to be submitted are at the discretion of your seminar instructor and university supervisor. Please address the following questions in your weekly reflection:

Critical Incidents
What were the highlights and lowlights of your internship this week? What student or students can you identify who are having success or struggling in your classes?

Burning Issues/Questions
What issues or concerns can you identify from your teaching and observations this week?

"Best Practice" Tips
What activities, assignments, or strategies from your teaching and observations have you identified as particularly effective?

Research-Based Connection
What research have you discovered that supports or problematizes any of the teaching practices you have used or observed this week?

Exploratory Activity (at least three across the semester)
Please describe any exploratory activities in which you engaged this week.

Instructions regarding log of hours are found in the appendices of the Internship Handbook, and submitted with all other artifacts found in Handbook. More details about specific requirements for the internship can be found on the SEED Internship Blackboard Organization website.

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 evaluation 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 hours log, lesson plans, or other documentation to demonstrate progress. Mentor teachers will provide one type of formal written feedback on interns' teaching each week—either one of eight observations or one of eight weekly updates. More information and observation forms can be found in the Internship Handbook and on the SEED Internship Blackboard Organization website.

Impact on Student Learning Project

You will complete and submit an Impact on Student Learning Project designed to measure impact on student learning and to document your collaboration with subject, grade, and school colleagues. Details including objectives, expectations, and assessment rubrics for each content area's Impact on Student Learning Project can be found in the Internship Handbook and on the SEED Internship Blackboard Organization website. Please review these guidelines carefully, as each content area has distinct expectations. Upon completion of the Impact on Student Learning Project, you will upload all artifacts to Blackboard/TK20 for assessment.

GoReact Assignments
Teacher candidates will make an initial classroom tour recording and 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. The intern 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.

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). For EDCI 790, these assessments include the following items:
- InTASC Evaluation Rubric (final)
- Impact on Student Learning Project

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.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 https://catalog.gmu.edu/policies/honor-code-system/)
- 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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices 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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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/]

Grading

Grade	Definition
S	Satisfactory—Intern successfully meets internship requirements and can be recommended for teacher licensure
NC	No Credit—Intern 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 extended supervision.)
IP	In Progress—Intern'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

Additional Grade Notations
- **Incomplete (IN):** This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. Unless the faculty member has specified an earlier deadline, the student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty members who choose to require an earlier incomplete deadline will be required to file an *Incomplete Grade Contract* with the local academic unit's office, detailing the work that remains to be done, the general reason for the incomplete, and the student's grade at the point of receiving the incomplete. Unless an explicit written extension is filed with the Office of the University Registrar by the faculty deadline, the grade of IN is changed by the registrar to an F. The maximum IN extension is to the end of the same semester in which it was originally due.
- **Absent with permission (AB):** A student who has received permission from the academic dean or director to be absent from a final exam for cause beyond reasonable control may receive a temporary grade of AB. A rescheduled exam must be administered within 10 business days of the original exam date, or the AB will automatically become an F. Final determination of academic status is not complete while the AB remains on the transcript.
- **Special Provision (SP):** The grade of SP may be given by a dean to students who are unable to complete the course requirements because of extraordinary long-term circumstances, such as major illness or military deployment. SP has no effect on the GPA and remains on the transcript until the work is completed and a final grade is assigned.

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

EDCI 790 Schedule

- The internship is a full 16-week semester, but during the Fall 2019 semester may run Aug 19th-Dec 6th or Aug 26th-Dec 13th, depending on the calendars of the school/division in which an intern is completing her/his experience.
- The weekly schedule in the Checklist/Timeline generally follows the Mason semester start date, but interns should make themselves available for meetings and other required teaching preparations at least the week before as area school division start dates vary
- The InTASC Rubric is considered by the Intern, Mentor, and Supervisor at the mid-point of the internship (discussed in a mid-semester triad), with a focus on "points of growth"
- Interns are expected to complete weekly reflections on their experiences that may be shared and submitted for both the internship (to the supervisor) and the internship seminar (to the seminar instructor; descriptions of "Exploratory Activities" should be merged with relevant weekly reflections
- At the end of the semester the Intern, Mentor, and Supervisor will complete an InTASC Reflection Form focused on the four InTASC categories; these reflections will be discussed in final triad and uploaded by the Intern to BlackBoard/Tk20 (at which time a final grade can be submitted)
- The final/end-of semester InTASC Rubric will be completed by the Supervisor in Blackboard/Tk20
- The final Impact on Student Learning Project must be uploaded by the intern to Blackboard/Tk20 before a final grade can be submitted

WEEKLY PARTICIPANT ROLES & RESPONSIBILITIES

Orange Tasks: Upload to EDCI 490/790 **AND** EDCI 491/791Bb   **Blue Tasks:** Upload to TK20 on Bb
Green Tasks: Upload to GoReact   **Purple Tasks:** Upload to EDCI 490/790 Bb

		TEACHER CANDIDATE (TC)	MENTOR TEACHER (MT)	UNIVERSITY SUPERVISOR (US)
	WEEKLY TASKS	☐ Track hours ☐ Communicate daily with MT and weekly w/ US ☐ **Write weekly reflections**, but notice due dates below	☐ Complete **Weekly Update Forms OR Observation Form**; give to TC to upload to Blackboard Course ☐ Communicate daily with TC ☐ Communicate weekly OR as needed with US	☐ Provide feedback on **reflections and other forms on Blackboard Course** ☐ Communicate weekly with TC ☐ Communicate as needed with MT
Acclimatizing + Observing	**Week 1** *AUG. 19**	☐ Read Internship Handbook ☐ Access GMU Blackboard Org for SEED ☐ Invite US to shared GoReact group ☐ **Weekly/Exploratory Activities Reflection #1**	☐ Read Internship Handbook ☐ Access GMU Blackboard Org for SEED ☐ Complete Mentor Teacher Pay Form	☐ Read Internship/US Handbook ☐ Help MT get access to GMU Blackboard Org ☐ Ensure US has access to shared GoReact group
		INITIAL TRIAD MEETING Introductions, Semester Overview, and Roles and Responsibilities		
	Week 2 *AUG. 26*	☐ **Video and upload GoReact Classroom Tour** ☐ **Weekly/Exploratory Activities Reflection #2** ☐ Work on Impact on Student Learning (ISL) Phase I	☐ Complete Weekly Update #1	☐ **Comment on GoReact Classroom Tour** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 3 *SEPT. 2*	☐ **Weekly/Exploratory Activities Reflection #3** ☐ Work on ISL Phase I	☐ Complete Observation #1	☐ **Comment on Weekly/Exploratory Activities Reflection**
Part-Time Direct Teaching	**Week 4** *SEPT. 9*	☐ **Weekly/Exploratory Activities Reflection #4** ☐ Work on ISL Phase I	☐ Complete Weekly Update #2	☐ **Observation #1** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 5 *SEPT. 16*	☐ Video, upload, and code **GoReact Follow-up #1** ☐ Complete and upload **ISL Phase I**	☐ Complete Observation #2	☐ **Comment on GoReact Follow-up #1** ☐ **Read and give feedback to ISL Phase I** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 6 *SEPT. 23*	☐ **Weekly/Exploratory Activities Reflection #5** ☐ Work on ISL Phase II	☐ Complete Weekly Update #3	☐ **Observation #2** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 7 *SEPT. 30*	☐ **Weekly/Exploratory Activities Reflection #6** ☐ Video, upload, and code **GoReact Follow-up #2** ☐ Work on ISL Phase II	☐ Complete Observation #3	☐ **Comment on GoReact Follow-up #2** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 8 *OCT.7*	☐ **Weekly/Exploratory Activities Reflection #7** ☐ Review **InTASC/Subject Evaluation** rubrics prior to Midterm Triad Meeting ☐ Work on ISL Phase II	☐ Complete Weekly Update #4 ☐ Review **InTASC Evaluation** rubric prior to Midterm Triad Meeting	☐ Review and document Interns' "points of growth" on **InTASC Evaluation** rubric at Midterm Triad Meeting ☐ **Comment on Weekly/Exploratory Activities Reflection**

		TEACHER CANDIDATE (TC)	**MENTOR TEACHER (MT)**	**UNIVERSITY SUPERVISOR (US)**
	WEEKS 8 – 9	☐ **Mid-term Triad Meeting – complete mid-term form and bring to meeting**	☐ **Mid-term Triad Meeting – complete mid-term form and bring to meeting**	☐ **Mid-term Triad Meeting – complete mid-term form and bring to meeting**
Full-Time Direct Teaching	**Week 9** *OCT. 14*	☐ **Complete and upload ISL Phase II**	☐ Complete Observation #4	☐ **Read and give feedback to ISL Phase II**
	Week 10 *OCT. 21*	☐ **Weekly/Exploratory Activities Reflection #8** ☐ Work on ISL Phase III	☐ Complete Weekly Update #5	☐ **Observation #3** ☐ **Comment on Weekly/Exploratory Activities Reflection**
	Week 11 *OCT. 28*	☐ **Weekly/Exploratory Activities Reflection #9** ☐ **Video, upload, code GoReact Follow-up #3** ☐ Work on ISL Phase III	☐ Complete Observation #5	☐ **Comment on Weekly/Exploratory Activities Reflection** ☐ **Comment on GoReact Follow-up #3**
	Week 12 *NOV. 4*	☐ **Complete and upload ISL Phase III**	☐ Complete Weekly Update #6	☐ **Comment on Impact on Student Learning (ISL) Phase III**
	Week 13 *NOV. 11*	☐ **Weekly/Exploratory Activities Reflection #10** ☐ Work on ISL Phase III Phase IV	☐ Complete Observation #6	☐ **Observation #4** ☐ **Comment on Weekly/Exploratory Activities Reflection**
Transitioning Back to MT	**Weeks 14-15** *NOV. 18/25*	☐ Work on ISL Phase III Phase IV ☐ Complete **InTASC Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet; give to US at Final Triad Meeting ☐ **Complete Weekly Hours Log; give to US at Final Triad Meeting**	☐ Complete Weekly Update #7 ☐ Complete **InTASC Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet; give to US at Final Triad Meeting	☐ Complete **InTASC Reflection Form** to consider at Final Triad ☐ Complete **online evaluation** + print confirmation sheet ☐ Complete **final grade sheet** + collect signatures
		FINAL EVALUATION TRIAD MEETING Complete SEED Internship and Subject Evaluation Forms, Sign all End-of-Course Forms		
	Week 16 *DEC. 2**	☐ Upload **InTASC Reflection Forms to Blackboard/Tk20** ☐ Submit **Final Impact on Student Learning (ISL)** to TK20 for US to assess and input scores ☐ *Dec. 6: Final Day of Internship		☐ Send Verification Letter to MT ☐ Submit Mileage Reimbursement (if applicable) ☐ **Evaluate Impact on Student Learning (ISL)** ☐ **Complete InTASC Evaluation rubric in BlackBoard/Tk20** ☐ **Complete Candidate Disposition on TK20** ☐ **Input scores on TK20 Assignments** ☐ **Submit Candidate Final Grade and paperwork**

Notes

- The internship is a full 16-week semester, but may run Aug 19th-Dec 6th or Aug 26th-Dec 13th, depending on the calendars of the school/division in which an intern is completing her/his experience.
- InTASC Reflection Form: Completed by Intern, Mentor, and Supervisor; discussed at final triad and uploaded by Intern before final grade can be submitted
- InTASC Rubric: Completed by Supervisor

EDCI 790 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