

George Mason University
College of Education and Human Development
Elementary Education

ELED 790.001

Internship in Elementary Education

6 credits

M-F; School Placement Hours and Location

Professor: University Facilitators and Advanced Mentor Teacher/Mentor Teacher

Office Hours: By appointment

Office Location: Thompson 1800

Office Phone: (703)-993-9717

Email: varies by facilitator

Prerequisites: Admission to Elementary Education program; completion of licensure tests, endorsement requirements, and required coursework.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision in a school placement setting that includes observations and seminar experiences.

Course Overview: The 6 credit hour *internship* is a minimum 16-week experience in one of the Mason Elementary PDS sites. During the internship, Teacher Candidates observe, assist and teach lessons. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher, and gradually increase their responsibilities across the semester. The internship provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into the profession.

Course Delivery Method: In this course, Teacher Candidates learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide Teacher Candidates in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet *biweekly* (virtually in Fall 2020) and are conducted by University Facilitators and/or Advanced Mentor Teachers/Mentor Teachers. These discussion seminars provide Teacher Candidates with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, Teacher Candidates are expected to: observe instruction at various age levels, plan with their individual Advanced Mentor Teacher/Mentor Teacher and grade level teams, and teach individual lessons and units.

Learner Outcomes:

This course is designed to enable Teacher Candidates to:

1. Apply the central concepts, tools of inquiry, and structures of the discipline he or she teaches to create learning experiences that make these aspects of subject matter meaningful for students.
2. Create differentiated learning opportunities that support children's intellectual, social, and personal development through application of understanding of how diverse children learn and develop.
3. Use a variety of instructional strategies, including the arts, to encourage student development of critical thinking, problem solving, and performance skills.

4. Create positive differentiated learning environments that encourage positive social interaction, active engagement in learning, and self-motivation through application of understanding of individual and group motivation and behavior.
5. Modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs
6. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans
7. Foster active inquiry, collaboration, and supportive interaction in the classroom through use of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting).
8. Plan, implement, and assess instruction based on knowledge of subject matter, students, the community, and curriculum goals in reading, math, science, and social studies.
9. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
10. Reflect upon and evaluate instructional decision making in order to understand the effects of his or her own choices and actions on others and to grow professionally.
11. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
12. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.

Professional Standards:

Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's

decision making.

- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CAEP K-6 Elementary Teacher Preparation Standards

- **STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs**
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
- **STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching**
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
- **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning**
Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- **STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction.** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
- **STANDARD 5- Developing as a Professional**
Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with

educational computing and technology.

- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional person

Required Texts:

- Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

Some excellent optional resources:

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in EDUC 543**).

Assignment and Evaluations:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting. Successful participation in each of these creates a holistic picture of performance and contributes to the university facilitator's determination of your final grade and completion of the **Internship Evaluation Rubric– Numerical Form** by the University Facilitator.

A. Student Learner Chart (10%)

- You will create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, and learning profile information.

B. Core Beliefs Statements (10%)

- Prior to the start of your placement you will identify your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically). These should be provided/posted in the forum designated by your university facilitator (e.g. hard copy, google drive).
- It is expected that your beliefs will change, expand, and become more detailed across the internship experience. At each biweekly, you should revisit, revise, add to, and/or modify your core beliefs statements.
- You will post your core beliefs statements document to Bb at the end of the semester.
- You will use these ongoing revisions to inform your biweekly reflections.

C. Biweekly Reflections (15%)

- Every two weeks, you will submit a biweekly reflection. These should be submitted to your university facilitator in the requested format (e.g. hard copy, google drive).

- Your biweekly reflections should be connected to your core beliefs statements and should serve to generate specific goals. Your professional development goals will be reflected in your lesson plans across the internship experience.

For example:

1. In my core beliefs statement, I stated that I believe students should be given multiple opportunities for choice throughout the instructional day. As I think about my lessons from this past week, I noticed that at most points in the day, my instruction required all students to complete the same task in the same way. As a goal for the upcoming weeks, I am going to try and incorporate my choice in my instruction. I think I'll begin with providing students with an opportunity to choose their seating during independent reading. A key part of implementing this goal will be teaching the students how to choose a seat. I am excited to try this out!

- You will post your biweekly reflections (compiled into one document) to Bb at the end of the semester.

D. Guided Observation Cycles (15%)

- You will engage in observation cycles with your peers and with your university facilitator in the two or more of the following core practices
 - i. Teacher Language for Building Community and Establishing Presence (tone, body language, words)
 - ii. Transitions
 - iii. Mini-lessons
 - iv. Small group instruction
- Each observation cycle will follow the format below:
 - i. Your university facilitator will identify a time that you will visit several 'expert' teachers to observe a classroom core practice.
 - ii. You will observe the classroom core practice and identify the essential elements of the practice.
 - iii. After the observation cycle, you, your peers, and your university facilitator will meet to discuss the observation and identify the key attributes of the core practice.
 - iv. Following the guided observation, you will gather one brief video each week related to the core practice. You will comment on your video and that of 2 peers each week. Your comments should be connected to the attributes of the core practice identified by your group. At the end of each video you should set a goal related to the core practice for the following week. That goal should be the focus of comments in the subsequent video.

E. Impact on Student Learning Assignment (20%)

- The purpose of the Impact on Student Learning assignment is to demonstrate your ability to collaborating with teachers in a school context to
 - i. Evaluate individual learner and/or group learning progress
 - ii. Construct and deliver an instructional unit that meets the needs of diverse learners
 - iii. Construct, implement, and analyze pre-assessment and post-assessment data to reflect upon the impact instruction had on learning
 - iv. Analyze and reflect on your teaching
- To complete this assignment you will gather data on student learners related to readiness,

interests, and learner profiles through observations, pre-assessment and formative assessment data. With colleagues, Teacher Candidates will consider pre-assessment data and their knowledge of learners to plan a series of lessons. The lessons should include a rationale, goals and objectives, detailed procedures, and a clear formative and summative assessment plan. Evidence of differentiated instructional approaches should guide the lessons' creation. Following implementation, teacher candidates will analyze their student data and examine the impact of their instruction on student learning. The unit should also include a plan for future instruction with specific attention to extending or revisiting specific instructional objectives.

F. Formal Documentation of Progress (30%)

- You will use the Internship Evaluation Rubric – Continuum Form to reflect on your progress in relation to the ten InTasc Standards at both the midpoint of the semester and at the end of the semester. It is based upon the activities above (A-D), and each of the following:
 - Observations of teaching
 - During each semester of the internship the MT/AMT and UF will conduct observations of the Teacher Candidate's teaching. In the 3 credit internship, the MT/AMT will conduct a minimum of two observations, and the UF will conduct one observation.
 - Co-teaching
 - The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.
 - Lesson Instruction
 - The Teacher Candidate will begin the internship observing the Advanced Mentor Teacher/Mentor Teacher. Across each week, the Teacher Candidate will gradually assume more planning and teaching responsibilities. Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher ***a minimum of 48 hours*** prior to instruction.
 - Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g. observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in the Internship Handbook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).
 - Use of Video
 - All Teacher Candidates will be using video for the purposes of enhancing their professional development across the yearlong internship. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use. ***It is imperative that you collect video evidence regularly as requested by your university facilitator.***
 - Attendance and Professionalism
 - Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are

made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

- Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.
- The *midpoint Internship Evaluation Rubric – Continuum Form (20%)* is completed by the Teacher Candidate, in collaboration with the AMT/MT. The Internship Evaluation Rubric – Continuum Form should be shared with the University Facilitator at the midpoint conference and uploaded to Blackboard.
- The *end of semester Internship Evaluation Rubric – Continuum Form (20%)* is completed by the Teacher Candidate, in collaboration with the AMT/MT. It should build upon the notes and comments from the Midpoint Internship Evaluation Rubric—Continuum Form and should be shared with the University Facilitator at the final conference and uploaded to Blackboard and TK20.

The following document is completed by the University Facilitator based upon completion of all assignments and evaluations:

G. Assessment of Dispositions (*TK20) (End of fall semester—YL TC; Midpoint of internship semester—SL TC)

Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. In the final internship, a link through TK20 will be provided for candidates to self-assess their dispositions.

Relationship of Teacher Candidate Outcomes to Specific Course Assignments

Course Assignment	<u>Outcomes</u>
Core Beliefs Statement	1-12
Biweekly Reflections	10-11
Guided Observation Cycles	1-12
Impact on Student Learning	1-12
Formal Documentation of Progress	1-12

Notes:

- 1) *UFs reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*
- 2) Year-long Teacher Candidates are allowed to substitute on a scaffolded schedule. Please see internship handbook for additional details.
- 3) **George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.**

Course Performance Evaluation Weighting
Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Observations	<u>10%</u>	Ongoing
1-12	Core Beliefs Statement	<u>10%</u>	Week 1 /ongoing
10-11	Biweekly Reflections	<u>15%</u>	Every two weeks
1-12	Impact on Student Learning	<u>20%</u>	During IT
1-12	Guided Observation Cycles	<u>15%</u>	ongoing
1-12	Documentation of Progress-Midpoint	<u>15%</u>	See internship calendar
1-12	*Documentation of Progress-Final	<u>15%</u>	See internship calendar

*Designated performance-based assessment

Grading

The School of Education has approved the following grading policy for ELED 790.

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
 1. Grades of *S (Satisfactory)* performance by a Teacher Candidate in Elementary Education will be documented using the course assignments, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
 2. A graduate Teacher Candidate who receives a *NC (No Credit)* grade 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.

3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the Teacher Candidate's performance.
4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
5. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office. Further, final grade will not be processed until all TK 20 tasks are completed and uploaded.
6. Teacher Candidates are responsible for documenting all requirements and materials for licensure.
7. Teacher Candidates are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) to TK20 through '*Assessments*' in Blackboard.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

*Faculty reserve the right to alter the schedule as necessary with notification to students.

**Please see Internship Handbook, Internship Guidebook, and Internship Calendar*

Assessment Rubrics

(See Internship Handbook Supporting Documents)

Core Values Commitment

The College of Education and 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

See Internship Handbook and Supplemental Documents Guide for rubrics and additional assignment information.