

**George Mason University
College of Education and Human Development
Secondary Education Program
FALL 2020**

SEED 791: Internship Seminar in Secondary Teaching

**Section 001 (2 credits)
Meeting Day/time: Wednesday, 5:00 - 7:00
Class Location: ONLINE**

Faculty:

Name: Paula Cristina Azevedo, PhD

Office Hours: Mondays, 2:30 - 4:00 PM & Wednesdays, 3:00 - 4:30 PM

Make appointment [HERE](#)

Office: [Zoom Meeting Room](#)

Email address: pazevedo@gmu.edu

Website: www.themeditatingteacher.com

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. Inquiry-based learning students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and life-long learners.

Course Delivery Method

The seminar will be delivered completely online with the use of synchronous and asynchronous class sessions (see schedule for specific dates). The goal of the seminar is to reflect and share our teaching practices and experiences. You'll be asked to complete weekly reflections, in-class assignments and participate in synchronous and asynchronous activities that support your teaching. You'll also be collaborating and supporting your critical friends throughout the semester (more on this below).

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

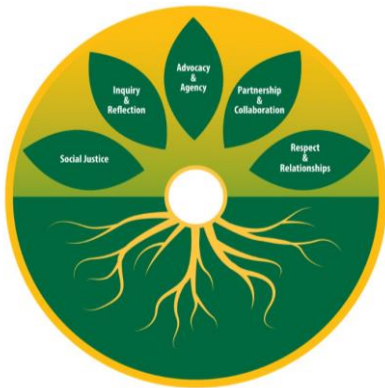
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
- Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple QuickTime Player: www.apple.com/quicktime/download/

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 collect and appropriately use student data in order to evaluate teaching practices and students' learning

Secondary Education “SEEDS”



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

Fisher, D., Frey, N., & Hattie, J. (2020). *The distance learning playbook: Teaching for engagement and impact in any setting*. Corwin.

A current subscription to Goreact is required.

Access to the Internet and [Blackboard](#) are required.

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.
- http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

Recommended Reading

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: A Rethinking Schools Publications

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.

DuFour, R., & DuFour, R. (2013). *Learning by doing: A handbook for professional learning communities at work* TM. Solution Tree Press.

Fenner, D. S. & Snyder S. (2017) *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin.

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.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Jensen, E. (2016). *Poor students, rich teaching: Mindsets for change*. Solution Tree Press.

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.

Michie, G. (2009). *Holler if you hear me: The education of a teacher and his students*. Teachers College.

Michie, G. (2012). *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*. Teachers College 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.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97.

Powell, J. A. (2012). *Racing to justice: Transforming our conceptions of self and other to build an inclusive society*. Indiana University Press.

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.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management* (2nd ed). Fairfax, CA: Conscious teaching.

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.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse Publishers.

Assignments

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 (Recommended practice):

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 seminar. .

Weekly Blackboard Discussion Board Participation (Due Weekly):

You are expected to log on 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. 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. *You may use the same reflection from EDCI 790 in this weekly post.
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 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. 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!").

Lesson Discussion (selected date):

On Flipgrid video record a reflection about your teaching practice that you want to further evaluate, reflect on, and discuss with your peers. Your peers will respond to your video by providing suggestions, ideas, questions. Be sure to provide context to your teaching, such as

the grade level you teach, subject area, number of students you have and any other pertinent information.

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. See instructor with questions and concerns about assignments, expectations, or seminar activities.

Grading

Assignment	Due Dates	Points	Percentage of final grade
Class participation	Weekly	30	30
*Reflections including 3 peer reviewed article in 3 reflections, and response to critical friends' reflection	Weekly	60	60
Reflection about lesson plan	Selected date	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 – 95
A-	90 – 94
B+	89 – 87
B	86 – 83
B-	82 – 80
C	79 -70
F	Below 70%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions.

Commitment to the profession

- Promoting exemplary practice

Excellence in teaching and learning

- Advancing the profession

- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness

- Honesty

- Integrity

Trustworthiness

- Confidentiality

- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning

- Persistence in helping individuals succeed

- High standards

- Safe and supportive learning environments

- Systematic planning

- Intrinsic motivation

- Reciprocal, active learning

- Continuous, integrated assessment

- Critical thinking

- Thoughtful, responsive listening

- Active, supportive interactions
 - Technology-supported learning
 - Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning
- Commitment to being a member of a learning community
 - Professional dialogue
- Self-improvement
- Collective improvement
 - Reflective practice
 - Responsibility
 - Flexibility
 - Collaboration
- Continuous, lifelong learning
- Commitment to democratic values and social justice
 - Understanding systemic issues that prevent full participation
 - Awareness of practices that sustain unequal treatment or unequal voice
 - Advocate for practices that promote equity and access
 - Respects the opinion and dignity of others
 - Sensitive to community and cultural norms
 - Appreciates and integrates multiple perspectives

Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. Other smaller tasks may be assigned in addition to what is noted.

Date	Topic	What's Due
Week 1: Aug 26 Synchronous	Introduction to seminar and internship expectations <ul style="list-style-type: none"> • Review internship material, forms and assessments • InTASC standards • Establishing work and self-care routines for success 	Due today: Read p. 1-8 & Module 1 in <i>The Distance Learning Playbook</i> Due later: Reflection 2 due no later than Sunday, Aug 30; Respond to critical friends by Wednesday, Sept 2

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<p>Week 2: Sept 2 Asynchronous</p>	<p>Becoming a reflective practitioner</p> <ul style="list-style-type: none"> • Why reflect • Setting SMART goals • Being a critical friend 	<p>Due today: Read Module 2 in <i>The Distance Learning Playbook</i></p> <p>Due later: Reflection 3 due no later than Sunday; Respond to critical friends by Wednesday</p> <p>Read Impact On Student Learning And CLT Project Directions</p> <p>Be ready to share</p>
<p>Week 3 Sept 9</p>	<p>Building Teacher-Student Relationships</p>	<p>Due today: Read Module 3 in <i>The Distance Learning Playbook</i></p> <p>Due later: Reflection 4 due no later than Sunday; Respond to critical friends by Wednesday</p> <p>Sign up for Lesson Discussion date (if you haven't already)</p>
<p>Week 4: Sept 16 Synchronous 5 - 6 PM</p>	<p>Preparing for the Impact on Student Learning and CLT Project</p> <ol style="list-style-type: none"> 1. Class discussion on project: <ul style="list-style-type: none"> • School community • Curriculum and standards • Working in CLTs • Q & A 2. Impact on Student Learning workshop <ul style="list-style-type: none"> • Interns from last semester will come in and discuss the Impact on Student Learning paper 3. Work on plan to implement ISL project 	<p>Due today: Read Module 7 in <i>The Distance Learning Playbook</i></p> <p>Watch video for this week (see Bb)</p> <p>Due later:</p>

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Week 5: Sept 23 Asynchronous	Credibility at a distance	Due today: Read Module 4 in <i>The Distance Learning Playbook</i> Due later: Assignment: Reflection 5 due no later than Sunday; Respond to critical friends by Wednesday
Week 6: Sept 30 Synchronous	Topic: Student assessments Lesson Discussion Bring in Phase 1 of your ISL and receive peer feedback	Due today: Read Module 8 in <i>The Distance Learning Playbook</i> Lesson Discussion Due later: Lesson Discussion responses
Week 7: Oct 7	Engaging Students Be prepared to share top 2-3 techniques and strategies	Due today: Read Module 6 in <i>The Distance Learning Playbook</i> Due later: Assignment: Reflection 6 due no later than Sunday; Respond to critical friends by Wednesday Lesson Discussion
Week 8: Oct 14	Classroom presence and time management Be prepared to share top 2 strategies you like to use or that your mentor teacher uses	Due today: Read Module 5 in <i>The Distance Learning Playbook</i> Due later: Lesson Discussion
Week 9: Oct. 21 Asynchronous	Topic: Trauma Sensitive Teaching	Due later: Reflection 7 due no later than Sunday Respond to critical friends by Wednesday Lesson Discussion
Week 10: Oct 28	Topic: Diversity and differentiation	Due later: Reflection 8 due no later than Sunday Respond to critical friends by Wednesday Lesson Discussion

Week 11: Nov. 4	Topic: Preparing for the job market Guest Speaker: Education Industry Advisor, Career Center	Due later: Lesson Discussion
Week 12: Nov 11	Topic: Becoming curious about your teaching: Asking the right questions about your practice and more Topic: Guest Speaker: Paula Cristina Azevedo EDUC 675 Q &A Analyzing student data <ul style="list-style-type: none"> • Continue reviewing ISL project • Looking at the data, what questions do you have about your practice? (thinking about future research project) 	Due today: Read Module 9 in <i>The Distance Learning Playbook</i> Watch videos on Bb. Due later: Reflection 9 due no later than Sunday Respond to critical friends by Wednesday Lesson Discussion
Week 13: Nov. 18	Topic: How do I get my license? With Rebekah Flis Impact on Student Learning Check-In	Due later: Reflection 10 due no later than Sunday Respond to critical friends by Wednesday
Week 14: Nov. 25	NO CLASS Happy Thanksgiving!!!	
Week 15: Dec 3	Topic: Closing Reflection <ul style="list-style-type: none"> • Complete course evaluation. • Reflect on experiences and plans for the future. • Write a letter Assignment: Finishing touches on Impact on Student Learning	

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contact Satoko

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 <https://ds.gmu.edu>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

University Libraries <https://library.gmu.edu>

Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>.

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 information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <http://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. Crisis in Education App at: <https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8>

Sustainability at GMU

George Mason University is focusing on making our community “greener” and reducing the impact on the environment. This course will contribute to this effort in the following ways:

- Syllabus, assignments, and all Lesson Guides and Handouts will be available electronically before class on Blackboard.
- All assignments will be submitted through Blackboard.
- Incorporate teaching sustainability in the content of your lesson plans (for example, human’s role in reducing their impact on the environment.) Think and teach about what the next generation needs to know about “greening.” Please consider reducing waste in your teaching practice.

Human Subjects Research Review Process

Any research that is generalizable must have prior approval of the GMU Human Subjects Review Board (HSRB). Research conducted for this course is used solely for the purpose of learning pedagogical aspects and may be conducted without additional permission. You need to inform your school administrator that you are learning and enacting self-study action teacher research to improve your teaching and student’s learning. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: <http://oria.gmu.edu/>