

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

EDCI 791 Section 002
Internship Seminar in Secondary Teaching
2 Credits, Spring 2020
5:00 - 7:00 PM/Wednesdays, Thompson L028, Fairfax Campus

Faculty:

Name: Kathleen Matson, PhD
Office Hours: By appointment
Office Location: N/A
Email address: kmatson@gmu.edu

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

This is a seminar course.

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 Quick Time 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**

Professional Standards

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

Textbook and Resource Materials Required

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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

Online Resources:

- Commonwealth of Virginia (2010). *Standards of Learning for Virginia Public Schools*. Retrieved from: <http://www.doe.virginia.gov/testing/index.shtml>
- Access to professional standards documents as specified by content area.
- Other resources will be distributed in class or posted on-line at the course website.
- http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

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

Recommended Reading:

- 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*. Thousands 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!”).

Reflection about Lesson Plan (selected date):

On the date you select, bring to seminar one complete lesson plan that you recently taught, an uploaded video on GoReact, as well as any teaching tools you used and a sample of student work produced in this lesson. This can be a GoReact 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.

Attendance Policy

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

Late Work

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

Course Requirements

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

Grading

| Assignment | Due Dates | Points | Percentage of final grade |
|--|---------------|------------|---------------------------|
| Class participation | Weekly | 30 | 30 |
| *Reflections and participation including 3 article presentations | 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 - 93 |
| A- | 92 - 90 |
| B+ | 89 - 88 |
| B | 87 - 83 |
| B- | 82 - 80 |
| C | 79 -70 |
| F | Below 70% |

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 |
|-------------------|---|
| Week 1: Jan 22 | <p>Topic: Introduction to the course and internship expectations</p> <ul style="list-style-type: none"> ● Review all internship materials, forms and assessments ● Become familiar with course Blackboard sites ● What are the InTASC standards? <p>Assignment: Reflection 2 due no later than Sunday, Jan. 26 Respond to critical friends by Wednesday, Jan. 29</p> |
| Week 2: Jan 29 | <p>Topic: Becoming a reflective practitioner</p> <ul style="list-style-type: none"> ● Why reflect ● Setting SMART goals ● Being a critical friend <p>Assignment: Reflection 3 due no later than Sunday, Feb. 2 Respond to critical friends by Wednesday, Feb. 5</p> <p>READ IMPACT ON STUDENT LEARNING PROJECT DIRECTIONS (preparing for workshop next week)</p> |
| Week 3: Feb 5 | <p>Topic Preparing for the Impact on Student Learning 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 @ 6:00 PM <ul style="list-style-type: none"> ● <i>Interns from last semester will come in and discuss the Impact on Student Learning paper</i> 3. Work on plan to implement ISL project |

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| | <p>Assignment: Reflection 4 due no later than Sunday, Feb. 9 Respond to critical friends by Wednesday, Feb. 12</p> <p>Bring MT lesson plan to critique and revise (make it your own!) next week</p> |
| Week 4: Feb. 12 | <p>Topic: You're A TEACHER! Owing and becoming comfortable in this new role</p> <p>Lesson Discussion</p> <p>Rework MT lesson plan to make it your own.</p> |
| Week 5: Feb. 19 | <p>Topic: Classroom presence and time management Share top 2 strategies you like to use</p> <p>Lesson Discussion</p> <p>Assignment: Reflection 5 due no later than Sunday, Feb. 23 Respond to critical friends by Wednesday, Feb. 26</p> |
| Week 6: Feb. 26 | <p>Topic: Student assessments</p> <p>Lesson Discussion</p> <p>Bring in Phase 1 of your ISL and receive peer feedback</p> |
| Week 7: March 4 | <p>Topic: Preparing for the job market Guest Speaker: Education Industry Advisor, Career Center- Preparing for the job market</p> <p>Lesson Discussion</p> <p>Assignment: Reflection 6 due no later than Sunday, March 8 Respond to critical friends by Wednesday, March 11</p> |
| Week 8: March 11 | <p>NO CLASS: Mason Spring Break Continue attending internship</p> |
| Week 9: March 18 | <p>EDUCATION RECRUITMENT DAY 2020 Job Fair (open session): 9 am - 11:30 am Scheduled Interviews (closed session): noon - 4 pm Fairfax Campus, Johnson Center, Dewberry Hall</p> |

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| <p>March 18 (continued)</p> | <p>Topic: Diversity and differentiation</p> <p>Lesson Discussion</p> <p>Assignment: Reflection 7 due no later than Sunday, March 22 Respond to critical friends by Wednesday, March 25</p> |
| <p>Week 10: March 25</p> | <p>Topic: Diversity and differentiation continued Share top 2-3 techniques and strategies</p> <p>Lesson Discussion</p> <p>Assignment: Reflection 8 due no later than Sunday, March 29 Respond to critical friends by Wednesday, April 1</p> <p>Complete Dispositions survey Secondary English: https://www.surveymonkey.com/r/S3JXKBF Secondary Math: https://www.surveymonkey.com/r/S3RWJ2V Secondary Sciences: https://www.surveymonkey.com/r/S3X2PQ9 Secondary History/Social Studies: https://www.surveymonkey.com/r/S33HYQH</p> <p>Assignment: Reflection 8 due no later than Sunday, March 28 Respond to critical friends by Wednesday, April 1</p> |
| <p>Week 11: April 1</p> | <p>Topic: <i>Your choice of topic</i></p> <p>Work on the Impact on Student Learning Paper</p> |
| <p>Week 12: April 8</p> <p>FCPS/LCPS/ PWCS Spring Break</p> | <p>ASYNCHRONOUS ONLINE CLASS (do NOT come to campus) Topic: Becoming curious about your teaching: Asking the right questions about your practice and more</p> |
| <p>Week 13: April 15</p> | <p>Topic: Guest Speaker: Paula Cristina Azevedo EDUC 675 Q & A</p> <p>Analyzing student data</p> <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) <p>Assignment: Reflection 9 due no later than Sunday, April 19 Respond to critical friends by Wednesday, April 22</p> |

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| <p>Week 14: April 22</p> | <p>Topic: Work life balance Impact on Student Learning Check-In</p> <p>Assignment: Reflection 10 due no later than Sunday, April 26 Respond to critical friends by Wednesday, April 29</p> <p>Review information from Rebekah Flis, Licensure Specialist</p> |
| <p>Week 15: April 29</p> | <p>Topic: Closing Reflection</p> <ul style="list-style-type: none"> ● Complete course evaluation. ● Reflect on experiences and plans for the future. ● Write a letter <p>Assignment: Finishing touches on Impact on Student Learning</p> |

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.
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 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 <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 <http://coursessupport.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 <https://cehd.gmu.edu/students/> .

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>

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.