

**George Mason University**  
**College of Education and Human Development**  
**School of Education**

SEED 791.006 – Internship Seminar in Secondary Teaching  
2 Credits, Fall 2023

Most Wednesdays: Synchronous Online

Face to Face Meetings: Wednesdays August 23, October 18, November 29  
5-7 p.m., Fairfax Campus, Thompson Hall, L028

**Faculty**

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**Prerequisites/Corequisites**

Corequisite: SEED 792/793/794/795/796

**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 Overview**

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 course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21, 2023.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

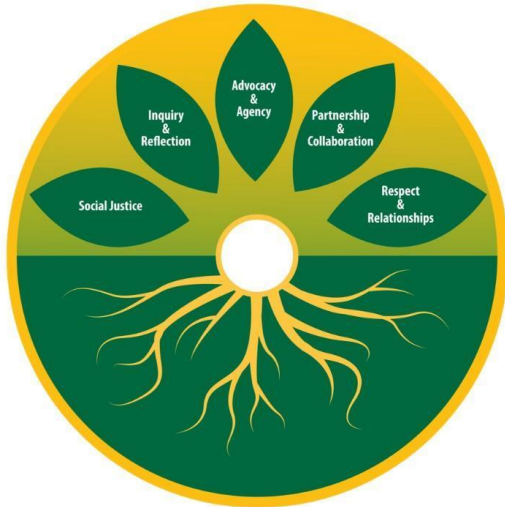
## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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 his/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

## Secondary Education “SEEDs”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (“Foundations,” Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
<p><b>“Foundations of Secondary Education”</b></p>	<p><b>“Advocacy and Agency”</b></p> <p>The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p><b>Multi-Genre Blog</b></p> <p>The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate’s teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate’s understanding of why and how they will advocate for their students’ well-being and success and help their students develop greater agency in school and beyond.</p>
<p><b>Methods I</b></p>	<p><b>“Social Justice”</b></p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,</p>	<p><b>Lesson Plan</b></p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability to integrate justice concepts/content into their instruction.</p>

<p><b>“Human Development and Learning”</b></p>	<p><b>“Relationships with and Respect for Youth”</b>  The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p><b>Case Study/Student Application Project</b>  The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p>
<p><b>Methods II</b></p>	<p><b>Inquiry and Reflection</b>  The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one’s teaching practice is foundational to educators’ ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.</p>	<p><b>Unit Plan/Lesson Implementation</b>  Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate’s clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate’s understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p>

<p><b>Content Literacy</b></p>	<p><b>“Collaboration and Partnership”</b>  The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p><b>Disciplinary Literacy Inquiry Project</b>  Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning.</p>
<p><b>Internship and Internship Seminar</b></p>	<p><b>All SEED Seeds: Applications to Teaching</b>  All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
<p><b>Teacher Research (for Master’s students only)</b></p>	<p><b>All SEED Seeds: Applications to Teaching and Teaching Inquiries</b>  All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	

**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](#)).

**Required Texts**

No textbook is required for this course.

**Course Performance Evaluation**

- **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. Attendance and participation in seminar can affect whether or not you successfully complete your internship.

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, I recommend that you 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.

Blackboard Discussion Board Participation (Monthly, see course calendar below):

You are expected to log on weekly to check for assignments, posts, and/or participate in online discussions. Your online commitment includes the following tasks:

1. **Posting of reflections based** on your internship experience. The reflections are due no later than Sunday by 11:59 pm.  
**\*You may use the same reflection from SEED 792/793/794/795/796 in this discussion post.**
2. As a **critical friend** you will respond to your colleague's posted reflections 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 Reflection (selected date):

On the date you select, present and discuss an area of your teaching practice that you want to further evaluate, reflect on, and discuss with your peers. Come prepared to engage your peers, discuss, reflect, and ask and answer questions. The presentation and discussion will be about 10-15 minutes long. 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.

Research Articles

When noted in the class calendar (Class Scheduel below) you will collaborate with a small group of your peers to locate and post a peer-reviewed article related to the topics we



discuss in class and synthesize what you glean from the article in a brief, one paragraph summary.

- **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. All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

- **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**

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

Assignment	Due Dates	Points
Class participation (3 points each)	Weekly	42
Reflections (9 total)	Follow Intern Calendar	18
Three teaching resources and summary	Selected dates	18
Lesson plan presentation	Selected date	22
<b>Total</b>		100

**SEED Graduate Grading Scale**

Letter Grade	Percentage
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**SEED Undergraduate Grading Scale**

Letter Grade	Percentage
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A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	Below 70%

A	93-100
A-	90-92
B+	86 - 89
B	82 - 85
B-	80-81
C	79 -70
D	60-69%
F	Below 60%

### Professional Dispositions

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

### 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.

<b>Date</b>	<b>Topic</b>
8/23 <i>F2F</i>  <b>Week 1</b>	<b>Topic:</b> Introduction to the course and internship expectations; classroom community and environment  <b>Due:</b> Submit reflection on learning environment
8/30 <b>Online</b> <b>Synchronous</b>  <b>Week 2</b>	<b>Topic:</b> Backward design and lesson planning in the real world  <b>Due:</b> Submit reflection (1) on planning
9/6  <b>Online</b>	<b>Topic:</b> Classroom Management and Presence

<p><b>Synchronous</b></p> <p><b>Week 3</b></p>	<p><b>Due:</b> Teaching resource #1 due Friday</p>
<p>9/13</p> <p><b>Online Synchronous</b></p> <p><b>Week 4</b></p>	<p><b>Topic:</b> Preparing for what's to come.</p> <p><i>Interns from last semester will come in and discuss their experiences.</i></p> <p><b>Due:</b> Submit reflection (2) from CC observation #1</p>
<p>9/20</p> <p><b>Online Synchronous</b></p> <p><b>Week 5</b></p>	<p><b>Topic:</b> Determined by class feedback</p> <p><b>Lesson Discussion</b></p> <p><b>Due:</b> Submit reflection (3) from MT observation #1</p>
<p>9/27</p> <p><b>Online Synchronous</b></p> <p><b>Week 6</b></p>	<p><b>Topic:</b> Building Student-Teacher Relationships</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Teaching resource #2 due Friday</li> <li>• Bring an example of an assessment you use in class to the next class</li> </ul>
<p>10/4</p> <p><b>Asynchronous</b></p> <p><b>Week 7</b></p>	<p><b>Topic:</b> Student assessment</p> <p><b>Due:</b> Submit reflection (4) from CC observation #2</p>
<p>10/11</p> <p><b>Online Synchronous</b></p> <p><b>Week 8</b></p>	<p><b>Topic:</b> Topic decided based on student feedback</p> <p><b>Lesson Discussion</b></p> <p><b>Due:</b></p>

	<ul style="list-style-type: none"> <li>• Dispositions survey – this is due to your mentor and not an additional task</li> <li>• Submit reflection (5) from MT observation #2</li> </ul>
10/18 <b>In Person</b>  <b>Week 9</b>	<b>Topic:</b> Differentiation  <b>Lesson Discussion</b>  <b>Due:</b> Teaching resource #3 due Friday
10/25  <b>Online Synchronous</b>  <b>Week 10</b>	<b>Topic:</b> Becoming a reflective practitioner  <b>Lesson Discussion</b>  <b>Due:</b> <ul style="list-style-type: none"> <li>• Prepare a DRAFT resume by next week</li> <li>• Submit reflection (6) from CC observation #3</li> </ul>
11/1  <b>Online Synchronous</b>  <b>Week 11</b>	<b>Topic:</b> Interviewing and Resume writing  <b>Due:</b> Submit reflection (7) from MT observation #3
11/8 <b>Online Synchronous</b>  <b>Week 12</b>	<b>Topic:</b> Active Listening  <b>Lesson Discussion</b>
11/15 <b>Asynchronous</b>	<b>Topic:</b> Trauma Sensitive Teaching  <b>Due:</b> Submit reflection (8) from CC observation #4 Submit reflection (9) from MT observation #4

<b>Week 13</b>	
11/22 <b>No Class</b>  Week 14	<b>Thanksgiving Holiday</b>
11/29  <b>In Person F2F</b>  Week 15	<b>Topic: Work Life Balance and Closing Reflection</b> <ul style="list-style-type: none"> <li>● Complete course evaluation.</li> <li>● Reflect on experiences and plans.</li> <li>● Write a letter</li> </ul>

### **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*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**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. Crisis in Education App at: <https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8>