

George Mason University
College of Education and Human Development
Elementary Education

ELED 790.002
Internship in Elementary Education (Part 1 of Yearlong Internship)

3 credits
Fall 2024

M, T, Th, and F; School Placement Hours and Location

Professor: University Facilitators (UF) and Advanced Mentor Teacher (AMT)/Mentor Teacher (MT)

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 3-credit hour internship is a minimum 16-week experience in one of the Mason Elementary PDS sites and is the first half of the yearlong internship. 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 (TC) learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide TCs 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* and are conducted by UF and/or AMT/MT. These discussion seminars provide TCs 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, TCs are expected to: observe instruction at various age levels, plan with their individual AMT/MT and grade level teams and teach individual lessons and units.

Learner Outcomes:

This course is designed to enable TCs 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. (INTASC 4, 5)
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. (INTASC 1, 2)

3. Use a variety of instructional strategies, including the arts, to encourage student development of critical thinking, problem solving, and performance skills. (INTASC 7, 8)
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. (INTASC 3)
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. (INTASC 1, 2, 3)
6. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans. (INTASC 3)
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). (INTASC 8)
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. (INTASC 5, 6, 7, 8)
9. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner. (INTASC 6)
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. (INTASC 9)
11. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (INTASC 10)
12. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences. (INTASC 5, 7, 8)

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.

Required Texts:

- Virginia's DOE K-12 *Standards and Instruction*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction>
- GoReact subscription account per year

Some excellent optional resources:

- Charney, R.S. (2015). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Center for Responsive Schools, Inc.
- Wood, C. (2017). *Yardsticks: Children in the classroom, ages 4-14* (4th edition). Turner Falls, MA: Northeast Foundation for Children.

Internship Documentation:

Students are expected to submit all assignments on time to Blackboard (Bb).

***Please note text in green indicates documents and forms available on Bb.**

The following assignments will further your understanding of assessing, planning, and teaching. These create a holistic picture of performance and contribute to the determination of your final grade and completion of the *Evaluation Rubric– Continuum Form*.

A. Student Learner Chart (10%)

- Create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, assessment data, and learning preferences information (form is available on Blackboard).

B. Core Beliefs Statements (4%)

- Write your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically) and post to Blackboard.

- At each biweekly, revisit, revise, add to, and/or modify your core beliefs statements.
- Post updated version to Bb at the end of the semester.

C. Biweekly Reflections (6%)

- Submit a biweekly reflection to Bb every two weeks (form is available on Blackboard).
- Biweekly reflections connect to core beliefs and help generate specific goals. Goals are represented in the teacher objective in lesson plans.

For example:

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!

- Possible topics for biweekly reflections:
 - Learner Development (InTasc 1)
 - Learner Differences (InTasc 2)
 - Learning Environments (InTasc 3)
 - Planning Instruction (InTasc 4,5,6,7,8)
 - Professional Growth and Ethical Practice (InTasc 9)
 - Leadership and Collaboration (InTasc 10)
 - Other

D. Guided Observation Cycles (Optional – UF choice)

- Engage in observation cycles with TCs and UF in two or more of the following core practices
 - Teacher Language for Building Community and Establishing Presence (tone, body language, words)
 - Transitions
 - Mini-lessons
 - Small group instruction
- Guided observation cycles involve observation of expert teachers implementing high-leverage practices. Reflection on and discussion of those practices will be followed by opportunities to implement and reflect further on your own use of these practices.

E. Formal Observations of teaching (12%)

- In the 3-credit internship, the MT/AMT will conduct a minimum of two formal observations, and the UF will conduct one formal observation.
- Use of Video-GoReact
 - All Teacher Candidates will be using GoReact video-aided reflection. **It is imperative that you collect video evidence regularly as requested by your UF.**

F. Collaborative Planning Documentation (3%)

Commented [HG1]: Might we include "classroom management" more broadly to allow for needs- or interest-based observations?

- The purpose of the Collaborative Planning Documentation is to demonstrate your ability to collaborate with teachers in a school context to:
 - i. Plan, construct and deliver, instruction that meets the needs of diverse learners
 - ii. Analyze and reflect on the instructional cycle, including assessment-driven collaborative planning, instruction, and impact on learning
- If you have Collaborative Team Planning (CLT) or Collaborative Team (CT) meetings, those should be documented. If your team does not meet as a group, document your planning with your mentor teacher or a resource teacher.
- Complete the chart monthly (September, October, November), to track your progress across three different instructional cycles.
- Submit chart to Blackboard on December 5.

G. Complete Assessment of Professional Dispositions in the Field (1%)

- Complete the Professional Dispositions in the Field Self-assessment using the link on Blackboard
- Submit prior to the start of internship, at midpoint, and at your final evaluation.

H. Complete *Midpoint Evaluation Rubric – Continuum Form* (10%)

- Complete in collaboration with AMT/MT (form is available on Blackboard). Review and discuss the Rubric with the UF at the midpoint conference and upload to Blackboard.

I. *Complete *Final Evaluation Rubric – Continuum Form* (50%)

- Complete in collaboration with AMT/MT (form is available on Blackboard). Review and discuss the Rubric with the UF at the final conference and upload to Blackboard and VIA.

Additional required documentation – see Bb

Monthly log of hours

Summary of hours

****UF reserves the right to alter assignments as necessary with notification to students**

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Chart	<u>10%</u>	Ongoing/ Dec 5
1-12	Core Beliefs Statement	<u>4%</u>	Ongoing/ Dec 5
10-11	Biweekly Reflections	<u>6%</u>	Every 2 weeks
1-12	Guided Observation Cycles		Per UF
1-12	Formal Observations of Teaching	<u>12%</u>	Dec 5

2, 4, 8, 9	Collaborative Planning Documentation	<u>3%</u>	Complete monthly, Submit Dec 5
2, 4, 7, 10, 11	Professional Dispositions in the Field	<u>1%</u>	Aug 15, Oct 14, Dec 5
	Monthly log of Hours	<u>1%</u>	Sept 1; Oct 1; Nov 1; Dec 5
	Summary of Hours	<u>1%</u>	Dec 5
1-12	Midpoint - Evaluation Rubric - Continuum	<u>10%</u>	Oct 14
1-12	*Final - Evaluation Rubric - Continuum	<u>50%</u>	Dec 5

*Designated performance-based assessment

Grading

The College of Education and Human Development (CEHD) 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 CEHD policy for internships.
 1. Grades of **S (Satisfactory)** by a TC in Elementary Education will be documented using the course assignments.
 2. A graduate TC 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.
 3. The AMT/MT and the UF shall determine the interim and final grades jointly after consultation. If they cannot agree, the APC 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 TC 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 Hours – Fall sheet and/or Summary of Hours- Spring sheet is complete and in the licensure office. Further, final grade will not be processed until all SLL tasks are uploaded.
 6. TC is responsible for documenting all requirements and materials for licensure.
 7. TC is responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

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

**See Division Calendar and Internship Calendar*

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 or <https://cehd.gmu.edu/aero/assessments>.

- Questions or concerns regarding use of your LMS should be directed to:

Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Canvas: <https://its.gmu.edu/service/canvas/>

- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus> o TimelyCare: <https://caps.gmu.edu/timelycare-services/> o Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she, her, hers for myself and you may address me as Lois or Dr. Groth or Professor Groth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose:
<https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.



Common Policies Affecting All Courses at George Mason University Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.