

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

EDCI 791 Section 002  
Internship Seminar in Secondary Education Teaching  
2 Credits, Fall 2016  
5:00 - 7:00 PM/Wednesdays, Thompson Hall L028

**Faculty:**

Name: Paula Cristina Azevedo, PhD  
Office Hours: Tuesdays, 3:30 – 5:30 or by appointment  
Office: Thompson Hall Room 1801  
Email address: pazevedo@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. Students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and learners.

**Course Delivery Method**

This is a seminar course.

**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 elicit student background (e.g., interests, needs, culture) and make sensitive use of this

### **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 Edthena is required.** Access to 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.

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:

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* (2<sup>nd</sup> ed.). Milwaukee, WI: Rethinking Schools.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2<sup>nd</sup> 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.

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* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Gorski, P., Zenkov, K., Osei-Kofi, N., & Sapp, J. (Eds.). (2012). *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts*. Sterling, VA: Stylus.
- 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.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago 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* (4<sup>th</sup> ed.). Boulder, CO: Paradigm Publishers.
- 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.
- 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* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4<sup>th</sup> ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

## **Course Requirements:**

### ***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 (weekly):***

*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 seminars and conferences. In conjunction with your working portfolio, maintain a notebook in which you make substantive entries every day you are in the field. Entries may consist of a description of a particular experience that day, questions and concerns about the incident, and thoughts about how you will respond to this experience in the future. In addition, you will complete a reflection form (see Appendix A) each week. Post it on our Blackboard discussion site (see below).

### ***Weekly Blackboard Discussion Board Participation (weekly):***

You are expected to log on a 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 (see Appendix A). 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.
- 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 reflection. 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 Edthena, as well as any teaching tools you used and a sample of student work produced in this lesson. This can be a lesson and/or 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.

\*Note: A week prior to your presentation of the lesson plan, you will share the video through Edthena with your critical friends and post a reflection on that lesson. You and your critical friends will reflect and discuss the 10-15 minute long video. Like your weekly reflection, your responses to your colleague's video and reflection should be respectful, intellectually curious, and go beyond the superficial.

**Community Mapping (Sept. 21):**

It is important for you to know your students, their families, and the surrounding community. Your job is to explore and learn about the community. You will create a digital map (e.g., Google maps) with the intent of figuring out where teenagers hang out and how they interact with the community. The following questions can help guide you:

1. What kinds of retail options are available in the community?
2. Are there recreational spaces (i.e. parks, community centers) for children and teenagers?
3. What grocery and food options are there?
4. What additional resources are available to the community (i.e. university, library)?
5. Are there local cultural (i.e. art centers, theaters), historical (i.e. historical plaques, archives) and environmental resources (i.e. city, state, or federal parks, zoo) in or near the community?
6. Additional resources or information that you think is necessary to know (i.e. traffic patterns, socioeconomics, racial mix in neighborhoods).

You will present your findings in a one to two pages. Be ready to also present your map and findings to the class. Here are some guiding questions to help you write your results:

1. Overall, what did you learn about the community?
2. What did you learn about the community that surprised you?
3. How could community mapping be useful in your class and impact your teaching practices?
4. In what ways, if any, were your perceptions changed or enhanced by learning a little more about the community you work in?

**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 Scale

Assignment	Due Dates	Points	Percentage of final grade
Class participation	Weekly	60	30
*Reflections and participation including 3 article presentations	Weekly	100	50
Reflection about lesson plan	Selected date	20	10
Community mapping	Sept 21	20	10
<b>Total</b>		<b>200</b>	<b>100</b>

### \*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%

## **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.

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or

<https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://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. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

**Tentative Course Schedule**

<b>Date</b>	<b>Topic</b>
August 31	<p><b>Topic:</b> Introduction to the course, internship expectations and reflective practice</p> <p><i>Assignment:</i> Become familiar with course Blackboard site</p>
September 7	<p><b>Topic:</b> Reflective practice and the role of critical friends</p> <p><i>Assignment:</i> Reflection 1 due on Sunday, September 11 Respond to critical friends by Wednesday, September 14 Work on the community map assignment</p>
September 14	<p><b>Guest Speaker:</b> Jeff Davis, Director of Clinical Practice</p> <p><b>Topic:</b> Curriculum and standards</p> <p><i>Assignment:</i> Reflection 2 due Sunday, September 18 Respond to critical friends by Wednesday, September 21 Work on the community map assignment</p>
September 21	<p><b>Topic:</b> The community - engaging with families and neighborhoods</p> <p><b>Community Map due</b></p> <p><i>Assignment:</i> Reflection 3 due Sunday, September 25 Respond to critical friends by Wednesday, September 28</p>
September 28	<p><b>Topic:</b> Teacher work sample workshop</p> <p><i>Assignment:</i> Reflection 4 due Sunday, October 2 Respond to critical friends by Wednesday, October 5</p>
October 5	<p><b>Topic:</b> Classroom community and school culture</p> <p><i>Assignment:</i> Reflection 5 due Sunday, October 9 Respond to critical friends by Wednesday, October 12</p>
October 12	<p><b>Topic:</b> Preparing for the job market – <b>Bring your resume</b></p> <p><b>Lesson Discussion</b></p> <p><i>Assignment:</i> Reflection 6 due Sunday, October 16 Respond to critical friends by Wednesday, October 19</p>
October 19	<p><b>Topic:</b> Classroom and time management</p> <p><b>Lesson Discussion</b></p> <p><i>Assignment:</i> Reflection 7 due Sunday, October 23</p>

	Respond to critical friends by Wednesday, October 26
October 26	<p><b>Topic:</b> Classroom presence  <b>Lesson Discussion</b></p> <p><i>Assignment:</i> Reflection 8 due Sunday, October 30  Respond to critical friends by Wednesday, November 2</p>
November 2	<p><b>Topic:</b> Student assessments and teacher evaluations  Teacher Work Sample Check-In  <b>Lesson Discussion</b></p> <p><i>Assignment:</i> Reflection 9 due Sunday, November 6  Respond to critical friends by Wednesday, November 9</p>
November 9	<p><b>Topic:</b> Diversity and differentiation  <b>Lesson Discussion</b></p> <p><i>Assignment:</i> Reflection 10 due Sunday, November 13  Respond to critical friends by Wednesday, November 16</p>
November 16	<p><b>Topic:</b> When class doesn't go as planned  Teacher Work Sample Check-In  <b>Lesson Discussion</b></p> <p><i>Assignment:</i> Work on teacher work sample</p>
November 23	<b>NO CLASS – THANKSGIVING BREAK</b>
November 30	<p><b>Guest Speaker:</b> Rebekah Flis, Licensure Specialist  <b>Topic:</b> Working in a PLC</p> <p><i>Assignment:</i> Work on Teacher work sample</p>
December 7	<p><b>Topic:</b> Complete course evaluation. Reflect on experiences and plans for the future. Write a letter to next semester's interns</p> <p><i>Assignment:</i> Finishing touches on Teacher work sample</p>

Appendix A  
**Weekly Reflection Form**

**Week of:**

**Name:**

**Content Area:**

1. As you reflect on the week, were the students in the class you taught or observed cognitively engaged in the work? How do you know?
  2. Did the students learn what they were expected to learn? How do you know? If you don't know at this point, when will you know, and what will be evidence of their learning?
  3. How did the instructional strategies you chose or observed support student learning? How do you know?
  4. What have you or your cooperating teacher done to promote a culture for learning in your classroom?
  5. Were lesson plans altered or were outcomes adjusted over the week as lessons were taught? If so, how and for what reason?
  6. If you had the opportunity to teach the lesson (or teach it again) to the same group of students, what would you do differently?
  7. Share any additional comments about you week here.
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