

George Mason University
EDCI 790: INTERNSHIP IN EDUCATION (6)
Fall (3 credits) & Spring (3 credits)

Instructors:

Dr. Lynne Schrum and Clinical Faculty

Class Meets: Internship is scheduled in assigned elementary schools following the public school calendar. Seminars meet bi-weekly in assigned schools.

I. Course Description

Provides intensive supervised clinical experience for two full semesters in an accredited professional development school. Interns are supervised in a school placement setting that includes observations and seminar experiences.

Prerequisite: Admission to the Elementary Education Licensure Program

II. Student Outcomes

This course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (Standard 10).

Relationship of Student Outcomes to Specific Course Assignments

Student Outcomes/ INTASC Standards(above)	Course Assignments
Standard 1	A, B, C, D, E, F, G
Standard 2	A, B, C, E, F, G
Standard 3	A, B, C, E, F, G
Standard 4	A, B, C, E, F, G
Standard 5	A, B, E, F, G
Standard 6	A, B, E, F, G
Standard 7	A, B, D, E, F
Standard 8	A, B, E, F
Standard 9	A, B, C, E, G, H, I
Standard 10	A, E, F, G, H, I

Key:

Where A, B, C, etc. = course assignments listed below.

III. Nature of Course Delivery

In this course interns learn to plan instruction, teach children in all subject areas, and assess student learning both in upper and lower elementary grade levels. These experiences guide interns 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 bi-weekly at elementary school sites and are conducted by university and/or clinical faculty members. These discussion seminars provide interns 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, interns are expected to: observe instruction at various age levels, plan with individual clinical faculty and grade level teams, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the clinical faculty in their second placement for a period of approximately 4 weeks.

IV. Required Texts and optional resources

Eby, J. W., Herrell, A. L., & Jordan, M. (2009). Teaching in the elementary school: A reflective action approach. (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

Some excellent optional resources:

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher.* New York: Harry K. Wong Publishing.

Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14*

Kagan, S. & Kagan, M. (2009). *Kagan Cooperative Learning (All Grades)* (www.kaganonline.com)

Kagan, S. *Silly sports and goofy games.* (www.kaganonline.com)

V. Course Requirements and Assignments

The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting (see the handbook at www.gse.gmu.edu/resources).

A. Teacher Reflective essay and presentation (Dec.) AND Teacher Reflective essay and critical incident presentation (May).

B. Observations of Teaching

C. Co-Teaching

D. Supported Independent Teaching (Fall only)

E. Independent Teaching (Spring only)

F. Substitute Teaching

G. Attendance and Professionalism

H. Formal Documentation of Progress

I. Virginia State Teacher Licensing Requirements

A. REFLECTIVE ESSAY AND PRESENTATION (END of fall and spring semesters)

A series of two reflections which will be presented to UF, SF, CFs and other school faculty (SEE HANDBOOK FOR DETAILS):

i) Reflection and presentation at end of first semester, which includes:

a. Goal statement & philosophy at the beginning of program submitted as part of the professional development plan

b. Goal statement & reflection at the end of the first semester of the internship indicating areas for growth during the second placement

ii) A culminating autobiographical reflection, due at end of second semester, based on experiences during the internship including a report on a critical incident.

B. Observations of Teaching

During the **fall semester**, clinical faculty will conduct at least four formal observations and university facilitators will conduct at least two formal observations of the intern's teaching.

During the **spring semester**, clinical faculty will conduct at least four formal observations and university facilitators will conduct at least two formal observations of the intern's teaching.

During spring semester, two observations by clinical faculty and one observation by university facilitators are conducted prior to independent teaching. Final observations are conducted during independent teaching.

C. Co-Teaching

Co-Teaching occurs during the entire fall semester and the first half of spring semester. The clinical faculty member and the intern will co-plan specific experiences to be completed during the co-teaching period. The clinical faculty member and the intern will complete a weekly plan for co-teaching for each week of the semester.

D. Supported Independent Teaching (Fall only)

Interns, in cooperation with their university facilitator, may be eligible to independent teach for a predetermined time frame prior to the end of the first semester of the school year. Supported Independent Teaching is optional based on the readiness of the candidate. This decision will be made jointly by the university facilitator and clinical faculty. Supported Independent Teaching may occur for a variable amount of time for different interns (i.e., anywhere from a week-2 weeks).

E. Independent Teaching

Prior to independent teaching, interns are required to prepare a 4-week overview for the instructional content of the independent teaching period, and the lesson plans for Week 1 of independent teaching according to the lesson plan format found in the PDS Manual. Interns are NOT permitted to begin independent teaching until these materials are prepared.

During independent teaching, interns assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately 4 weeks. Interns are required to prepare lesson plans for Week 1 according to the lesson plan format found in the PDS Manual, and for Weeks 2 through 4 following individual university facilitator and clinical faculty requirements.

F. Substitute Teaching

During the academic year the intern will be asked to substitute teach in a variety of settings. The schedule for sheltered substitute teaching and open substitute teaching is described in the PDS calendar. Some of these substitute teaching assignments will occur at the grade level of the placement, while other substitute teaching assignments will occur in a variety of grade levels depending on the time of the semester.

G. Attendance and Professionalism

Interns are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because interns are not employees of the school division, they are not entitled to sick or annual leave; however, two days have been allocated in each semester for emergencies. Interns must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request an intern be removed from their assigned location.

H. Formal Documentation of Progress

During the semester interns are responsible for organizing a notebook and completing a variety of forms to document their progress (Appendix Forms, Bi-Weeklys, Specific Observation Assignments).

I. Virginia State Teacher Licensing Requirements **CARI Certificate**

Interns are required to document their completion of the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training. The course is available at no cost at: www.vcu.edu/vissta/training/va_teachers

Praxis II

Interns are required to take the Praxis II Assessment prior to their application for a Virginia State Teaching License.

VRA- Virginia Reading Assessment

Interns are required to take the Virginia State Reading Assessment prior to January for a Virginia State Teaching License. The Virginia Reading Assessment Study Guide is available at www.vra.nesinc.com (Available test date November 4, 2006. REGISTER A MONTH BEFORE! ACT NOW!)

VCLA-Virginia Communication and Literacy Assessment

The VCLA is required for initial licensure and must be taken prior to January. For more information on the test and how to register, please visit <http://www.vcla.nesinc.com/> (Available test date November 4, 2006. REGISTER A MONTH BEFORE! ACT NOW!)

Determination of the Final Grade:

The Graduate School of Education has approved the following grading policy for EDCI 790:

- The grading scale will be S (satisfactory), NC (no credit), or IP (in progress) in accordance with GMU policy for internships and GSE policy.
- Degrees of Satisfactory performance by an intern will be documented in letters of recommendation prepared by clinical and university faculty.
- A graduate intern who receives a 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, or paying a fee for extended supervision.)

VI. University Policies

The Graduate School of Education (GSE) expects that all students abide by the following:

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, George Mason University has set forth a code of honor that includes policies on cheating and attempted cheating, plagiarism, lying and stealing. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

INDIVIDUALS WITH DISABILITIES POLICY

The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. Students with disabilities who seek accommodations in a course must be registered with the

GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

ATTENDANCE POLICY

Students are expected to attend the class periods of the courses for which they register. Although absence alone is not a reason for lowering a grade, students are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class. Students who fail to participate (because of absences) in a course in which participation is a factor in evaluation, or students who miss an exam without an excuse, may be penalized according to the weighted value of the missed work as stated in the course syllabus (GMU University Catalog, pg. 32).

PROFESSIONAL BEHAVIOR & DISPOSITIONS

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.