

**George Mason University
College of Education and Human Development
Secondary Education Program**

EDCI 490 SECONDARY EDUCATION INTERNSHIP

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University Supervisor:

E-mail:

COURSE DESCRIPTION

EDCI 490 a full semester of intensive teaching experience in secondary education. The course is designed to support the intern in planning, implementing, and reflecting on teaching in the secondary setting. The intern supported by the university supervisor and cooperating teacher will gradually take over responsibilities of teaching in a secondary classroom.

COLLEGE EXPECTATIONS AND UNIVERSITY HONOR CODE

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

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

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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.

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.

GRADING

Grade	Definition
S	Satisfactory—Intern successfully meets internship requirements and can be recommended for teacher licensure
NC	No Credit—Intern 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.)
IP	In Progress—Intern’s performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

The Cooperating Teacher and the University Supervisor will determine interim and final grades jointly.

ASSIGNMENTS

The University Supervisor will have a minimum of 6 meetings throughout the semester with each intern, one pre-Internship meeting, four on-site visits, and one post-Internship meeting. In addition, it is expected that the intern will maintain weekly contact with the university supervisor to turn in log hours and other documentation to demonstrate progress.

Throughout the first 10-11 weeks of the Internship, the intern will co-teach and gradually assume more teaching responsibilities for the Cooperating Teacher’s classes. The intern should take responsibility for all or nearly all of the courses for the 4-5 week period following the co-teaching experience.

After the first week of internship experience, the intern should:

- 1) have a period-by-period schedule written out so it can be handed to your university supervisor. This schedule should indicate your teaching periods, subjects being taught, room number, the time each period begins and ends, your non-teaching periods, your cooperating teacher’s periods, and the time you and your cooperating teacher confer about your daily programs; A form for a period-by-period schedule is attached to the syllabus.
- 2) arrange a specific time and place for the university supervisor to visit with you and with your cooperating teacher.

During the first few days in your student teaching:

- 1) get acquainted with the classroom, its personnel, and its policies;
- 2) become accustomed to handling routine matters;
- 3) assist the cooperating teacher by helping in daily activities, work with small groups of pupils, make reports, read announcements, help a pupil who has been absent, arrange bulletin boards, etc.;
- 4) become familiar with a wide variety of instructional materials;
- 5) begin planning the first units of work you will teach;
- 6) learn as much as you can about the pupils in the classes you will teach;

- 7) set aside a definite time each day for conferring with the cooperating teacher about progress and for suggestions for improvement;
- 8) develop skill in management routines;
- 9) identify and use effective techniques for maintaining a good climate for learning;
- 10) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your cooperating teacher and/or other personnel.

At the end of each week, interns should turn in their log hours and a summary of their focus topic.

Suggested topics are listed in the schedule below. The design of the topics helps you to focus your observations on items that will be useful to you when you assume more responsibilities in the classroom. Interns may choose other topics that are relevant to their work in the classroom. You will be taking in lots of information, this assignment is designed to help you process pertinent information for use in your classroom.

Two elements of learning should be included in the weekly summary:

1. Summary of the knowledge learned during the internship on the topic
2. How the topic will be implemented in the last 4-5 weeks of the internship

The format of your weekly topic is your choice, as long as it communicates the two elements listed above. Some suggestions for topics include

- A one page summary in narrative form
- A concept map linking ideas with implementation
- A case study of the topic with ideas for implementation

Log hours and weekly topics should be turned in the following Monday either electronically or by delivering a hard copy to campus.

Log hours are to be kept on Appendix O provided in your Intern Handbook.

Observations by University Supervisor

I will be coming to your classroom to observe your progress in assuming responsibilities for teaching at least 4 times. If you would like me to come and visit your classroom more than 4 times, I will be pleased to provide you with more feedback. This is a learning experience, so please accept me into your classroom as an extra pair of eyes, rather than an evaluator. I am there to provide feedback so that you can inform your instruction.

SCHEDULE

(PLANS MAY CHANGE ACCORDING TO EACH INTERN'S NEEDS)

Week	To do	Handouts to send to University Supervisor by Monday of the next week
Week 1	<ul style="list-style-type: none"> Getting Oriented Setting up meeting with University Supervisor, Cooperating Teacher and Intern 	<ul style="list-style-type: none"> Contact and Schedule Information Log hours Meeting times for CT, US, and Intern
Week 2	<ul style="list-style-type: none"> Goals for internship Focus topic: Teacher-student interaction with a focus on learning styles 	<ul style="list-style-type: none"> Schedule 1st Observation for US Log hours List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship) Weekly focus assignment
Week 3	<ul style="list-style-type: none"> Teacher-student interaction with a focus on assessment and feedback 1st Observation by US 	<ul style="list-style-type: none"> Log hours Weekly focus assignment Reflective conference on observation with US
Week 4	<ul style="list-style-type: none"> Classroom management 	<ul style="list-style-type: none"> Log hours Weekly focus assignment
Week 5	<ul style="list-style-type: none"> Classroom management Assessing supporting relationships and teaching environment 	<ul style="list-style-type: none"> Log hours Weekly focus assignment Complete formative evaluation of US to provide feedback on university support so far
Week 6	<ul style="list-style-type: none"> Lesson plans CT and US collaboratively complete Interim Evaluation Profile 	<ul style="list-style-type: none"> Schedule 2nd Observation by US Log hours Weekly focus assignment
Week 7	<ul style="list-style-type: none"> Types of instruction 2nd Observation by US 	<ul style="list-style-type: none"> Log hours Weekly focus assignment Reflective conference on observation with US
Week 8	<ul style="list-style-type: none"> Types of instruction 	<ul style="list-style-type: none"> Log hours Weekly focus assignment
Week 9	<ul style="list-style-type: none"> Assessment of student learning 	<ul style="list-style-type: none"> Log hours Weekly focus assignment
Week 10	<ul style="list-style-type: none"> Assessment of student learning (providing feedback) 	<ul style="list-style-type: none"> Schedule 3rd and 4th observations – Lesson plans are to be turned in to US at least 2 days prior to observation

		<ul style="list-style-type: none"> • Log hours • Weekly focus assignment
Week 11	<ul style="list-style-type: none"> • Assessing supporting relationships and teaching environment 	<ul style="list-style-type: none"> • Log hours • No weekly focus assignment • Complete formative evaluation of US
Week 12-15	<ul style="list-style-type: none"> • Responsibilities of teaching • 3rd and 4th Observation by US • End of week 15 – CT and US collaboratively complete Final Evaluation Profile • Post-intern meeting 	<ul style="list-style-type: none"> • No weekly topics due during this time period • Log hours • Reflective conferences on 3rd and 4th observation with US

Forms you need to turn in

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Interns and Cooperating Teachers initiate these forms. Forms should be submitted to the University Supervisor following discussion.
Appendix F (Exploratory Activities)	Intern must participate in three or more exploratory activities and document each. Documentation must be turned into University Supervisor.
Appendices G/H (Lesson Plan Guidelines/Format)	During independent teaching, Interns must provide weekly lesson plans for prior review by the Cooperating teacher and for the University Supervisor.
Appendices J/K (Intern’s Evaluations for Cooperating Teacher/University Supervisor)	At the end of internship, complete a thorough evaluation of the Cooperating Teacher/University Supervisor. Complete these forms and fax back to the Office of Student and Faculty Services (703-993-2078).
Appendices O/P (Intern’s Records of Hours)	Intern must keep a weekly record of their hours in order to receive licensure. Intern submits this form to the University Supervisor.
Notebook	Lesson plans, informal observations and feedback, observation reports, and other documentation must be kept in a notebook for review by Cooperating Teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook.

“Education is not a preparation for life; education is life itself.”

John Dewey

EDCI 790 Secondary Education Internship
 Fall 2007
 Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Cooperating Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

*Indicate subject for period and room number

*Indicate when Cooperating Teacher, Intern, and University Supervisor can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday

OTHER RESOURCES

- Barnekow, D. J. (1998). *Graphic organizers for science*. Portland, ME: J. Weston Walsh.
- Bybee, R.W., Powell, J.C., & Trowbridge, L.W. (2008). *Teaching secondary school science: Strategies for developing scientific literacy*. Upper Saddle River, NJ: Pearson.
- Hassard, J. (2005). *The art of teaching science: Inquiry and innovation in middle school and high school*. New York: Oxford University Press.
- Johnson, D. W. & Johnson R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers, Inc.
- Keely, P., Eberle, F., & Farrin, L. (2005). *Uncovering student ideas in science: 25 formative assessment probes*. Arlington, VA: National Science Teacher Association Press.
- Llewellyn, D. (2002). *Inquire within: Implementing inquiry-based science standards*. Thousand Oaks, CA: Corwin Press.
- National Resource Council. (2005). *How Students Learn: Science in the Classroom*. Committee on *How People Learn*, A Targeted Report for Teachers, M.S. Donovan and J.D. Bransford, Editors. Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.
- Slavin, R. E. (1995). *Cooperative learning*. Boston: Allyn and Bacon.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.