GEORGE MASON UNIVERSITY | FAST TRAIN Programs

SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
FASTTRAIN Programs

EDCI 790
Internship in Education (1-6:1-6:0)
Spring 2012

FIELDWORK COORDINATOR:
Name: **Mary Hawkins**
Email: **mhawkin7@gmu.edu**

PROFESSOR:
Name: **Dr. Beverly Shaklee**
Email: **bshaklee@gmu.edu**

PREREQUISITES:

Eligibility for student teaching requires:
1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of scores on all prerequisite exams:
   a. Praxis I tests for Reading, Writing, and Mathematics
   b. Virginia Communication and Literacy Assessment (VCLA)
   c. Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) (Elementary students only)
   d. Praxis II (Elementary students only)
4. Completion of all endorsement hours (Elementary students only)

DESCRIPTION:

Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section.

NATURE OF COURSE DELIVERY:

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a cooperating teacher, an on-site supervisor, and a university supervisor over a fifteen week period. Assessment is conducted through performance-based assignments while in a P-12 classroom. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, multimedia, and reflection. Assessments and rubrics are provided in the Student Teaching Manual.

LENGTH OF STUDENT TEACHING

GMU requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of student teaching except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

FORMAT FOR STUDENT TEACHING

All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the FAST TRAIN Field Coordinator well in advance of beginning student teacher. Student teachers in the ESOL program spend half of the student teaching period at the elementary grade level (K-6), and then switch to the secondary level (7-12). This often requires a change of school. Students in the Elementary program spend half of the semester at K-3 level and half at 4-6 level.

In all cases, the student teacher begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

However, student teachers should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

LEARNER OUTCOMES:

Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, 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).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT EXPECTATIONS
Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- 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 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/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROFESSIONAL STANDARDS:

Student Teachers are expected to demonstrate their acquisition and ability to apply the following ACEI Standards for Elementary Candidates and the following TESOL Standards for ESOL Candidates at acceptable or target levels.

ACEI Standards	TESOL Standards
1.0 Development, Learning and Motivation	Domain 1: Language
2.0 Curriculum Standards	Domain 2: Culture
3.0 Instruction Standards	Domain 3: Planning, Implementing and managing Instruction
4.0 Assessment Standards	Domain 4: Assessment
5.0 Professional Standards	Domain 5: Professionalism

ASSIGNMENTS:

Many of the assignments required for Student Teaching are posted to Blackboard. Students may access Blackboard through the mymason.gmu.edu portal. Students are required to have access to a scanner to post signed and dated evaluation forms.

Journal/Portfolio

Students will keep a journal to reflect on their experiences throughout student teaching. This journal includes, lesson plans, evaluation forms, copies of blog postings and other reflections. This journal must be made available to the cooperating teacher and on-site supervisor. Journal can be in any format. Must be submitted to Cooperating Teacher and On-Site Supervisor as needed. **Due throughout the semester.**

Blog

Students will interact with other student teachers through a blog on Blackboard. You will be required to submit a blog post once per week describing your experiences in student teaching. This is meant to be a short, two to three paragraph update on your student teaching experience. Some weeks will have specific themes. (See schedule below). Feel free to keep it fun or funny, but also share your struggles and epiphanies during student teaching. Follow the links to the blog on blackboard. **Due weekly, beginning January 30 by 12 midnight.**

Daily Lesson Plans

The student teacher must provide daily lesson plans for review by the cooperating teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C and D. These lesson plans are kept in your journal to view throughout the semester as a means of conducting evaluations by your cooperating teacher and on-site supervisor. **Due daily, throughout the semester.**

Log of Hours

Student teacher's must keep a daily log of hours. The log of hours (Appendix G) are kept in the journal and scanned/submitted to the university supervisor via Blackboard four times throughout the semester. Due by midnight of the following dates: February 20 (midpoint 1), March 19 (final, placement 1), April 16 (midpoint 2), and May 14 (final placement 2).

Bi-Weekly Progress Reports

Student teachers complete Part I of the Progress Report (Appendix E) once every two weeks, give it to the cooperating teacher for completion of Parts 2 and 3, and submit it to the university supervisor via Blackboard. Student teachers should keep copies of these for their journal as evidence of professional growth. Signed and dated progress reports need to be scanned/uploaded into Blackboard by midnight on the following dates: First Placement: February 6, February 27, March 12; Second Placement: April 9, April 23, May 7

Observation Reports

Student teachers must be observed at least 4 times during their placements; 2 in the first placement and 2 in the second placement. The Summary Observation Reports (Appendix K) should be included in Journal and submitted to Blackboard. **Due by midnight the following dates: First Placement: February 20, March 19; Second Placement: April 16, May 14.**

Candidates Student Teacher Evaluation Form

Students should choose the correct Student Teaching Evaluation Form for their program from the student teaching manual. Appendix I contains the forms for Elementary students; Appendix J has the placement for ESOL students. This evaluation form must be submitted at the midpoint and final for **each** placement. Evaluation forms should be kept in your journal and submitted to Blackboard. **Due by midnight the following dates: First Placement: February 20, March 19; Second Placement, April 16, May 14.**

CLASS SCHEDULE
Please refer to the student teaching manual for specific expectations during the semester.

Due Date	Assignment
Jan 30th	Blog Topic: Describe classroom, school, students and goals for the 1st student teaching experience placement.
Feb 6th	Submit Bi-Weekly Progress Report Blog Topic: *Free Topic*
Feb 13th	Blog Topic: Discuss challenges thus far.
Feb 20th	Submit Mid-Point Evaluation for 1st placement. Submit Log of Hours and 1st Observation Blog Topic: *Free Topic*
Feb 27th	Submit Bi-Weekly Progress Report Blog Topic: Post a lesson plan you taught this past week and reflect on that experience.
March 5th	Blog Topic: Share ways you Differentiated your lessons to meet the needs of all students.

March 12th	Submit Bi-weekly report. Blog Topic: *Free Topic*
March 19th	Submit Final Evaluation for 1st placement. Submit Log of Hours and 2nd Observation Blog Topic: Reflect on 1st placement experience.
March 26th	Blog Topic: Describe classroom, school, students and goals for the 2nd student teaching experience placement.
April 9th	Submit Bi-Weekly Progress Report. Blog Topic: *Free Topic*
April 16th	Submit Mid-point Evaluation for 2nd placement Submit Log of Hours and 3rd Observation Blog Topic: Discuss challenges thus far.
April 23rd	Submit Bi-Weekly Progress Report Blog Topic: Post a lesson plan you taught this past week and reflect on that experience.
April 30th	Blog Topic: Discuss the similarities and differences between your assignments.
May 7th	Submit Bi-Weekly Progress Report Blog Topic: Reflect on 2nd placement experience.
May 14th	Submit Final Evaluation, Log Sheets and All Other Documentation to FAST TRAIN office via Blackboard

Grading -- GRADING POLICY

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

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for student teaching and GSE policy for counseling and administrative internships

2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the student teacher's performance.

3. A graduate student teacher who receives a No Credit grade or an undergraduate who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the experience 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.)

4. Any student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.

5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the

student will be counseled out of the licensure program although not necessarily out of the degree program.