



## 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 2013**

**January 21 – May 5**

#### **FIELDWORK COORDINATOR:**

Name: Gillian Macioch

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#### **PROFESSOR:**

Name: Dr. April Mattix

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**OFFICE HOURS:** Available by appointment through Skype, email, or telephone.

#### **PREREQUISITES:**

Eligibility for student teaching requires:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory 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, and reflection. Assessments and rubrics are provided in the Student Teaching Manual.

## LENGTH OF STUDENT TEACHING

GMU requires a minimum of 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 model the policies and regulations of the school in which they are student teaching. That includes timely arrival, attendance at faculty meetings, parent meetings/conferences, professional dress, participation in afterschool/evening events and **all roles of a full-time teacher**. 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 teaching. 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 the K-3 level and half at the 4-6 level. This means there is a seven-week placement for each grade and a week transition/preparation in between placements.

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. Student teachers are not yet credentialed and should never have sole responsibility for the students without a full-time teacher in the room. 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).

## **GMU Policies and Resources for students**

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

- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

### **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. [See <http://cehd.gmu.edu/values/>]

### **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

## **COURSE REQUIREMENTS**

### **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. The journal can be in any format, but should serve as a hard-copy repository for the work that has been completed. **Due throughout the semester.**

## **Blog**

Students will interact with other student teachers through a blog on Blackboard. Each student will be required to submit a blog post once per week describing his/her experiences in student teaching. This is meant to be a short, two to three paragraph update on the student teaching experience. Some weeks will have specific themes. (See schedule below). Feel free to keep it fun, but also share your struggles and epiphanies during student teaching. In this class, the week is defined as starting on Sunday and ending on Saturday midnight. As such the blog must be posted weekly by Saturday. **The first blog will be due by February 1<sup>st</sup> by 12 midnight (EST).**

## **Daily Lesson Plans**

No instruction should occur without an approved lesson plan. The student teacher must provide daily lesson plans for review by the cooperating teacher and for the university supervisor. The format may be mutually determined by the student teacher and the cooperating teacher, but should include the elements shown in Appendices RM-3 and RM-4 of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the cooperating teacher and on-site supervisor. **Due daily throughout the semester.**

## **Bi-Weekly Progress Reports**

Each student will submit a progress report every two weeks (see Appendix ST-2 in the Student Teaching Manual). The student teacher will complete the first section 1 of the Progress Report detailing the teaching activities for the period. The cooperating teacher should then complete sections 2 and 3 of the form and sign it. The student teacher then submits the form to Blackboard. Student teachers should keep copies of progress reports 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 8, February 22, and March 8; Second Placement: March 29, April 12, and April 26.**

## **Formal Observations and Observation Videos**

Student teachers must be observed at least 4 times during their placements by both the Cooperating Teacher and the On-Site Supervisor; 2 in the first placement and 2 in the second placement. These observations **MUST** be video-taped and uploaded to Blackboard alongside the Student Teacher Evaluation Form explained below in Placement Paperwork. It is your responsibility to ensure there are two observations conducted during each placement. While the due dates of the paperwork/video may fall outside your placement time, it is to give you time to collect the reports and upload the material. **\*\*If your video is too large to upload to Blackboard, you may share it via DropBox or any other large file-sharing depository. Due by midnight the following dates: First Placement: February 22 and March 22; Second Placement: April 19 and May 3.**

## CLASS SCHEDULE

**Key:**

Blue = Blog topic for the week

- = What must be uploaded to Blackboard by the end of the week

Red = Items that need to be emailed directly to Gillian Macioch

GREEN = Important notes

Weekly Schedule	Assignment
Start of placement - February 1 <sup>st</sup>	<p>Blog Topic 1: Describe the classroom, school, students and goals for the 1<sup>st</sup> student teaching experience placement.</p> <p><b>REVIEW SYLLABUS AND DEADLINES WITH COOPERATING TEACHER.</b></p>
February 2 <sup>nd</sup> - February 8 <sup>th</sup>	<p>Blog Topic 2: Describe the most interesting or most exciting lesson that you have either seen your mentor teacher do or that you have been involved in doing yourself thus far.</p> <ul style="list-style-type: none"> <li>• Submit first Bi-Weekly Progress Report</li> </ul>
February 9 <sup>th</sup> - February 15 <sup>th</sup>	<p>Blog Topic 3: Discuss challenges you have experienced in your teaching placement thus far.</p> <ul style="list-style-type: none"> <li>• Submit first Log of Hours</li> </ul>
February 16 <sup>th</sup> - February 22 <sup>nd</sup>	<p>Blog Topic 4: Discuss what has surprised you the most about your student teaching experience.</p> <ul style="list-style-type: none"> <li>• Submit second Bi-Weekly Progress Report</li> <li>• Submit observation video and Teacher Evaluation Form</li> </ul>
February 21 <sup>st</sup> - March 1 <sup>st</sup>	<p>Blog Topic 5: Share ways you differentiated your lessons to meet the needs of all students.</p>
March 2 <sup>nd</sup> - March 8 <sup>th</sup>	<p>Blog Topic 6: Post a lesson plan you taught this past week and reflect on that experience.</p> <ul style="list-style-type: none"> <li>• Submit third Bi-weekly report.</li> </ul>
March 9 <sup>th</sup> - March 15 <sup>th</sup>	<p>Blog Topic 7: Reflect on your first placement experience.</p> <ul style="list-style-type: none"> <li>• Submit second Log of Hours</li> <li>• Submit Summary of Placement, Supervisors, Hours, and Final Grade</li> <li>• Submit Student Teaching Evaluation Form for Elementary Education Students – or ESL Education Students</li> </ul> <p><i>Submit Student Teacher's Evaluation of Student Teaching Process – to Gillian</i></p> <p><i>Cooperating Teacher's Evaluation of Student Teaching Process – to Gillian</i></p>

	<i>On-Site Supervisor's Evaluation of Student Teaching Process – to Gillian</i>
March 16 <sup>th</sup> – March 22 <sup>nd</sup>	No blog this week. Get ready for the next placement! <ul style="list-style-type: none"> <li>• Submit observation video and Teacher Evaluation Form</li> </ul>
March 23 <sup>rd</sup> – March 29 <sup>th</sup>	Blog Topic 8: Describe classroom, school, students and goals for the 2 <sup>nd</sup> student teaching experience placement. <ul style="list-style-type: none"> <li>• Submit fourth Bi-Weekly Progress Report.</li> <li>• REVIEW SYLLABUS AND DEADLINES WITH COOPERATING TEACHER.</li> </ul>
March 30 <sup>th</sup> – April 5 <sup>th</sup>	Blog Topic 9: Discuss challenges thus far in your second placement.
April 6 <sup>th</sup> – April 12 <sup>th</sup>	Blog Topic 10: Post a lesson plan you taught this past week and reflect on that experience. <ul style="list-style-type: none"> <li>• Submit fifth Bi-Weekly Progress Report</li> <li>• Submit third Log of Hours</li> </ul>
April 13 <sup>th</sup> – April 19 <sup>th</sup>	Blog Topic 11: Discuss the similarities and differences between your two placements. <ul style="list-style-type: none"> <li>• Submit observation video and Teacher Evaluation Form</li> </ul>
April 20 <sup>th</sup> – April 26 <sup>th</sup>	Blog Topic 12: Discuss what you know now that you wish you would have known at the beginning of your student teaching experience. <ul style="list-style-type: none"> <li>• Submit sixth Bi-Weekly Progress Report</li> </ul>
April 27 <sup>th</sup> – May 3 <sup>rd</sup>	No blog this week. Prepare final paperwork for submission. <ul style="list-style-type: none"> <li>• Submit fourth Log of Hours</li> <li>• Submit observation video and Teacher Evaluation Form</li> </ul>
May 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Submit Summary of Placement, Supervisors, Hours, and Final Grade</li> <li>• Submit Student Teaching Evaluation Form for Elementary Education Students – or ESL Education Students</li> </ul> <p><i>Submit Student Teacher's Evaluation of Student Teaching Process – to Gillian</i>  <i>Cooperating Teacher's Evaluation of Student Teaching Process – to Gillian</i>  <i>On-Site Supervisor's Evaluation of Student Teaching Process – to Gillian</i></p>

## **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/Passing), NC (No Credit/Fail), 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 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.) Permission for repeating the student teaching experience must be applied for and granted by the university.
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 upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit 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.



## APPENDIX

### PLACEMENT PAPERWORK

There is a wide variety of paperwork that is completed throughout the teaching placements. All the forms can be found in the student teaching manual. In this section, all the paperwork addressed in the STUDENT TEACHING MANUAL is explained, with assigned due dates. \*\*PLEASE note, some of the forms are compilation forms, meaning that you are your cooperating teacher – or the cooperating teacher and the on-site supervisor – will work together to fill out the same form. Each appendix is explained below, for clarity of understanding the handbook. The paperwork required for Student Teaching must be posted to Blackboard unless otherwise noted. Students are required to have access to a scanner to post signed and dated evaluation forms.

#### FORMS FOR STUDENT TEACHERS

##### **Appendix ST-1: Log of Hours (*For Student Teachers to Use*)**

Student teachers must keep a daily log of hours. The logs must be signed by the cooperating teacher, and all time columns should be correctly tallied before submission. The logs of hours are kept in the journal/portfolio and scanned and submitted to Blackboard four times throughout the semester. They are due by midnight of the following dates: **February 15 (midpoint - placement 1), March 15 (final - placement 1), April 12 (midpoint - placement 2), and May 3 (final placement - 2).**

##### **Appendix ST – 2: Bi-Weekly Progress Reports (*For Student Teachers to Use*)**

The student teacher completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to 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 8, February 22, and March 8; Second Placement: March 29, April 12, and April 26.**

##### **Appendix ST – 3: Student Teacher's Evaluation of Student Teaching Process (*For Student Teachers to Use*)**

The student teacher should complete the evaluation of the student teaching process twice during the semester: once at the end of the first placement and once at the end of the second placement. This form will be emailed directly to Gillian Macioch, [gmacioch@gmu.edu](mailto:gmacioch@gmu.edu), and not submitted to Blackboard. These forms will be due by **March 15 and May 5.**

## **FORMS FOR COOPERATING TEACHERS**

### **Appendix CT – 1: Summary Observation Report (*For Cooperating Teachers to Use*)**

This form is meant as a tool for the cooperating teacher to use during informal teaching observations, to help guide the student in his/her teaching development. It is ideal for a cooperating teacher to complete at least four (4) of these throughout the placement. These forms do not need to be submitted to on Blackboard.

### **Appendix CT – 2: Bi-Weekly Progress Report (*For Cooperating Teachers to Use*)**

The student teacher completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to 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 8, February 22, and March 8; Second Placement: March 29, April 12, and April 26.**

### **Appendix CT – 3: Summary of Placement, Supervisors, Hours, and Final Grade (*For Cooperating Teachers to Use*)**

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student. These forms will be due by **March 15 and May 5.**

### **Appendix CT – 4: Cooperating Teacher's Evaluation of Student Teaching Process (*For Cooperating Teachers to Use*)**

The cooperating teacher should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Gillian Macioch, [gmacioch@gmu.edu](mailto:gmacioch@gmu.edu), and not submitted to Blackboard. These forms should be submitted by **March 15** for placement 1 and **May 5** for placement 2.

## **FORMS FOR ON-SITE SUPERVISORS**

### **Appendix OS – 1: Summary of Placement, Supervisors, Hours, and Final Grade (*For On Site Supervisors to Use*)**

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student. These forms will be due by **March 15 and May 5.**

### **Appendix OS – 2: On-Site Supervisor's Evaluation of Student Teaching Process (*For On Site Supervisors to Use*)**

The on-site supervisor should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Gillian Macioch, [gmacioch@gmu.edu](mailto:gmacioch@gmu.edu), and not submitted to Blackboard. These forms should be submitted by **March 15** for placement 1 and **May 5** for placement 2.

## **FORMAL OBSERVATION FORMS FOR COOPERATING AND ON SITE SUPERVISORS**

### **Appendix Elementary: Student Teaching Evaluation Form for Elementary Education Students** *(For Cooperating Teachers and On Site Supervisors to Use)*

This is the official observation and feedback form for elementary education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons are recorded) **AND** at the end of the student teacher's independent teaching. You will therefore have six total throughout the teaching placement: two formal observations in the initial placement (**due February 22 and March 22**), two formal observations in the second placement (**due April 19 and May 3**), a final evaluation at the end of your first placement (**due March 15**), and a final evaluation at the end of your second placement (**due May 5**).

### **Appendix Elementary: Student Teaching Evaluation Form for ESL Education Students** *(For Cooperating Teachers and On Site Supervisors to Use)*

This is the official observation and feedback form for ESL education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons are recorded) **AND** at the end of the student teacher's independent teaching. You will therefore have six total throughout the teaching placement: two formal observations in the initial placement (**due February 22 and March 22**), two formal observations in the second placement (**due April 19 and May 3**), a final evaluation at the end of your first placement (**due March 15**), and a final evaluation at the end of your second placement (**due May 5**).

The remainder of the appendices provides sample forms for your use. Please note, Appendix RM -5 Video Recording Release Form is provided in order to ensure that you have permission for the videotaping in your school. **You must have signed permission forms prior to completing any videotaping.** Many schools have widely different standards that need to be met in order to videotape; it is your responsibility to adhere to any additional specific standards of your school.