

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

EDCI 490.003 SECONDARY EDUCATION INTERNSHIP



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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 mentor 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.

Commitment to the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession

Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness

Honesty

Integrity

Trustworthiness

Confidentiality

Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have the potential for growth and learning

Persistence in helping individuals succeed

High standards

Safe and supportive learning environments

Systematic planning

Intrinsic motivation

Reciprocal, active learning

Continuous, integrated assessment

Critical thinking

Thoughtful, responsive listening

Active, supportive interactions

Technology-supported learning

Research-based practice

Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue

Self-improvement

Collective improvement

Reflective practice

Responsibility

Flexibility

Collaboration

Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment or unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrates multiple perspectives

• **GMU POLICIES AND RESOURCES FOR STUDENTS**

- Students must adhere to the guidelines of the George Mason University 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 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/>].

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 mentor teacher and the university supervisor will jointly determine interim and final grades.

ASSIGNMENTS

Observations: The University Supervisor will have a minimum of six (6) meetings throughout the semester with you, one pre-internship meeting, four on-site visits, and one post-internship

meeting. In addition, it is expected that you will maintain weekly contact with your university supervisor to submit reflections and any other materials, such as hour log, lesson plans or other documentation to demonstrate progress. Mentor teachers will also conduct a minimum of four formal observations and four informal observations during the internship.

Teacher Work Sample: You will complete and submit a Teacher Work Sample designed to measure impact on student learning. Details including objectives, expectations and assessment rubrics for each content area's Teacher Work Sample can be found in the internship handbook. Please review these guidelines carefully, as each content area has distinct expectations. Upon completion of the Teacher Work Sample, you will upload all artifacts to TaskStream for assessment. Information regarding TaskStream can be found at <http://cehd.gmu.edu/api/taskstream>

General Expectations: Throughout the first 6-8 weeks of the Internship, you will co-teach and gradually assume more teaching responsibilities for the mentor teacher's classes. You should take responsibility for all or nearly all of the courses for the 6-8 week period following the co-teaching experience. See internship handbook for a more detailed suggested schedule.

During the first week of internship experience, you should:

- 1) Have a period-by-period schedule written out to submit to your university supervisor. This schedule should indicate teaching periods, subjects being taught, room number, the time each period begins and ends, non-teaching periods, mentor teacher's periods, and conference times scheduled between intern and mentor teacher; A form for a period-by-period schedule is attached to the syllabus. Total hours are to be recorded for each week on Appendix O)
- 2) Arrange a specific time and place for the university supervisor to visit for a "meet and greet" session.

During the first few days in the internship:

- 1) get acquainted with the classroom and your mentor teacher;
- 2) become accustomed to classroom rules and procedures;
- 3) assist your mentor 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 and review Teacher Work Sample requirements;
- 6) learn as much as you can about the students in the classes you will teach;
- 7) set aside a definite time each day for conferring with your mentor teacher about progress and feedback;
- 8) identify and use effective techniques for maintaining a good climate for learning;
- 9) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your mentor teacher, university supervisor, and/or other personnel.

At the end of each week, you should turn in you log hours, weekly sheets, and a reflective summary of observations/experiences to your University Supervisor. Specific artifacts to be submitted are at the discretion of your University Supervisor.

Some suggestions for formatting your reflections include

- A one page reflective summary
- A concept map linking ideas with implementation intentions
- A case study of a student with ideas for impacting achievement

Instructions regarding log hours are found in Appendix N provided in your Intern Handbook, and submitted with all other artifacts found in your internship handbook.

Observations by University Supervisor

Your University Supervisor will to observe your progress in assuming responsibilities for teaching a minimum of four (4) times. You or your University Supervisor may also request additional observations to gather feedback for improvement. Please accept your University Supervisor into your classroom as a resource to inform your instruction.

Technology

- Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your mentor teacher and do not engage in activities that are unrelated to your student teaching. Such disruptions show a lack of professionalism and may affect your assessment.

Taskstream

Every student registered for any Secondary Education Program course with a required performance-based assessment is required to submit this assessment to **Taskstream**. For your internship, you are required to submit three (3) assessments; the **final observation rubrics done by your University Supervisor (e.g. content and InTASC rubrics), and your Teacher Work Sample artifacts**. Evaluation of these performance-based assessments will be done using TaskStream. Failure to submit these three assessments to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.

TENTATIVE SCHEDULE

NOTE: DATES AND OBJECTIVES MAY CHANGE ACCORDING TO EACH INTERN'S NEEDS

Week	To do	Send to University Supervisor
Week 1	<ul style="list-style-type: none"> • Getting Oriented • Setting up meeting with University Supervisor, Mentor Teacher and Intern 	<ul style="list-style-type: none"> • Contact and Schedule Information • Log hours • Meeting times for Mentor Teacher, US, and Intern
Week 2	<ul style="list-style-type: none"> • Develop goals for internship 	<ul style="list-style-type: none"> • Schedule 1st Observation for US • Log hours

	<ul style="list-style-type: none"> • Focus topic: Teacher-student interaction 	<ul style="list-style-type: none"> • List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship) • Weekly reflection
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 reflection • 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 reflection
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 reflection • Complete formative evaluation of US to provide feedback on university support so far
Week 6	<ul style="list-style-type: none"> • Lesson plans • Mentor Teacher and US collaboratively complete Interim Evaluation Profile 	<ul style="list-style-type: none"> • Schedule 2nd Observation by US • Log hours • Weekly reflection
Week 7	<ul style="list-style-type: none"> • Types of instruction • 2nd Observation by US 	<ul style="list-style-type: none"> • Log hours • Weekly reflection • 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 reflection
Week 9	<ul style="list-style-type: none"> • Assessment of student learning 	<ul style="list-style-type: none"> • Log hours • Weekly reflection
Week 10	<ul style="list-style-type: none"> • Assessment of student learning (providing feedback, testing, and grading) 	<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 • Log hours • Weekly reflection
Week 11	<ul style="list-style-type: none"> • Assessing supporting relationships and teaching environment 	<ul style="list-style-type: none"> • Log hours • Weekly reflection • Complete formative evaluation of US
Weeks 12-15	<ul style="list-style-type: none"> • Responsibilities of teaching • 3rd and 4th Observation by US • End of week 15 – Mentor Teacher and US collaboratively 	<ul style="list-style-type: none"> • Weekly reflection • Log hours • Reflective conferences on 3rd and 4th observation with US (Remember to upload the final formal observation rubrics (content and InTASC) to Taskstream) • Teacher Work Sample uploaded to

	complete Final Evaluation Profile <ul style="list-style-type: none"> • Post-intern meeting 	Taskstream
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Forms you need to turn in

Form	How Form Should Be Used
Appendix D (Informal Observation and Feedback Reports)	Interns and Mentor Teachers initiate these forms. Forms should be submitted to the University Supervisor following discussion.
Appendices E/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 Mentor Teacher and for the University Supervisor.
Appendices J/K (Intern’s Evaluations for Mentor Teacher/University Supervisor)	At the end of internship, complete a thorough evaluation of the Mentor Teacher/University Supervisor. Complete these forms and send back to the Office of Student and Faculty Services (f. 703-993-2078, Thompson Hall, 1708).
Appendices N/O (Intern’s Records of Hours)	Intern must keep a weekly record of their hours in order to receive licensure. Submit this form to the University Supervisor.
Appendix Q (Teacher Work Sample)	Intern must submit all components of the Teacher Work Sample to Taskstream for assessment (see note below).
Notebook	Lesson plans, informal observations and feedback, observation reports, and other documentation should be kept in a notebook for review by mentor teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook.

Important Taskstream Reminder: Every student registered for any Secondary Education Program course with a required performance-based assessment is required to submit this assessment to **Taskstream**. For your internship, you are required to submit three (3) assessments; the **final observation rubrics done by your University Supervisor (e.g. content and InTASC rubrics), and your Teacher Work Sample artifacts**. Evaluation of these performance-based assessments will be done using TaskStream. Failure to submit these three assessments to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.

EDCI 490 Secondary Education Internship
 Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Mentor Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule

*Indicate subject for period and room number

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

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday