

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

**EDCI 790.007 SECONDARY EDUCATION INTERNSHIP
HISTORY/SOCIAL STUDIES**



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COURSE DESCRIPTION

EDCI 790 a full semester (16 weeks) 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://academicintegrity.gmu.edu/honorcode/>]

- 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.
- 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/>].
- **Emergency Procedures**
 - You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

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.

Edthena: Between formal visits from your University Supervisor, video record your instruction to highlight specific strategies or practices. Keep your videos brief (i.e. 5-10 minutes) and share with your University Supervisor for feedback.

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 Blackboard for assessment.

General Expectations: Throughout the first 6-8 weeks of the Internship, you will observe, assist with instruction and planning, and co-teach; gradually assuming more teaching responsibilities for your mentor teacher's classes. You should take responsibility for all or nearly all of the courses for the 6-8 week period following the introductory experiences. Specific decisions for assuming increased teaching responsibility are made collaboratively by you, your mentor teacher, and your University Supervisor. 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, working with small groups of pupils, developing student achievement data reports, reading announcements, helping students who have been absent, arranging bulletin boards, and so forth;
- 4) become familiar with a wide variety of instructional materials used by your mentor;
- 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 consider effective techniques for maintaining a good climate for learning;
- 9) become familiar with policies related to writing unit and daily lesson plans, and routines for submitting these materials to your mentor teacher, university supervisor, and/or other personnel;
- 10) invite your University Supervisor to your Edthena group for future video sharing.

At the end of each week, you should turn in your 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 your Intern Handbook, and submitted with all other artifacts found in your internship handbook.

Observations by University Supervisor

Your University Supervisor will observe your progress in assuming responsibilities for teaching a minimum of four (4) times. You or your University Supervisor may also request supplementary observations to gather feedback for improvement. Additionally, you will upload brief, targeted videos of specific instructional practices using Edthena to gather formative feedback. Please accept your University Supervisor into your classroom (virtually or in-person) 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.

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 | <ul style="list-style-type: none"> • Schedule 1st Observation for US |

| | | |
|---------|---|--|
| | internship <ul style="list-style-type: none"> • Set up Edthema group with University Supervisor | <ul style="list-style-type: none"> • Log hours • List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship) • Weekly reflection • Edthema invitation |
| 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 • Edthema Recording and Submission | <ul style="list-style-type: none"> • Log hours • Weekly reflection • Edthema Recording |
| 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 • Edthema Recording and Submission | <ul style="list-style-type: none"> • Log hours • Weekly reflection • Edthema Recording |
| 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 • Edthema Recording and Submission | <ul style="list-style-type: none"> • Log hours • Weekly reflection • Complete formative evaluation of US • Edthema Recording |

| | | |
|-------------|--|---|
| Weeks 12-16 | <ul style="list-style-type: none"> Responsibilities of teaching 3rd and 4th Observation by US End of week 16 – Mentor Teacher and US collaboratively complete Final Evaluation Profile Post-intern meeting | <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 (NCSS and InTASC) to Blackboard) Teacher Work Sample uploaded to Blackboard |
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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. |
| Appendix E (Exploratory Activities) | Intern must participate in three or more exploratory activities and document each. Documentation must be turned into University Supervisor. |
| Appendices F/G (Lesson Plan Guidelines/Format) | During independent teaching, Interns must provide lesson plans for review by the Mentor Teacher and the University Supervisor. The frequency of submission will be determined by the Mentor Teacher and University Supervisor. Lesson plans must, however, be submitted to University Supervisors prior to each formal observation. |
| Appendix H (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 L (Teacher Work Sample) | Intern must submit all components of the Teacher Work Sample to Blackboard for assessment. |
| 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. |

EDCI 790 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 |
|-----------------|--------|---------|-----------|----------|--------|
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