GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

Foreign Language and Latin PK-12

EDCI 790 – CRN 76289
Internship in Education (1-6:1-6:0)
Fall 2016
Monday – Friday 7:30 AM – 4:00 PM
Elementary and Secondary School Setting

Faculty:
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Prerequisites/Corequisites

The following courses are prerequisites: EDUC 537, EDCI 516, EDCI 520, EDCI 560, EDCI 684, EDRD 620, and EDUC 511 (or EDUC 539). In addition candidates must
1. Be in good academic standing
2. Have satisfactorily completed all coursework in the licensure program
3. Submit scores on:
    a. Praxis I tests for Reading, Writing, and Mathematics
    b. Virginia Communication and Literacy Assessment (VCLA)
    c. ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) effective Spring 2008.

In addition to these requirements, licensure candidates seeking endorsements in French, Spanish, and/or German must take and pass the Praxis II: French (169), Spanish (161), and/or German (162).

University Catalog Course Description

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

Course Overview
Candidates in the Foreign/World Language program spend half of the student teaching/internship period at the elementary grade level (K-5 or 6), and then switch to the secondary level (6/7-12).   This often requires a change of school.

In all cases, the candidate 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, candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

Course Delivery Method
This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a mentor teacher and a university supervisor over a fifteen week period. Assessment is based on performance-based assignments. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, multimedia, and reflection. Rubrics are provided in the Student Teaching Internship Manual.

Length of Student Teaching/Internship
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 internship 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 mentor teacher.

Learner Outcomes
This course is designed to enable students to:
- Be able to demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
- Be able to use instructional strategies which accommodate methods of teaching foreign/second languages
- Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.

Required Text:
Patrick, Paula. (2007). The keys to the classroom: A basic manual to help new
        language teachers find their way. ACTFL. Alexandria, VA.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments and Examinations
N/A

Other Requirements
Candidates are expected to fully attend and participate in the semester-long internship.

Course Performance Evaluation Weighting
See below.

Target Language Maintenance
Teacher Candidates are expected to follow the ACTFL recommendation for maintaining 90% of instructional time in the target language. (There may be exceptions in FLES programs.)

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

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.
  - Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.
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  For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu

SUMMARY OF SCHEDULES FOR STUDENT TEACHING
FOREIGN/WORLD LANGUAGES
First Placement

	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
First Placement Prior to First Week	☐ Attend Orientation to meet US and receive materials for MT ☐ Contact schools early to meet principals and MT		☐ Attend Mason orientation to receive manual, assignments, and to meet TCs ☐ Communicate expectations
Weeks 1-4	☐ Begin Log of Hours (E-2) ☐ Attend any orientations to schools and class(es). ☐ Observe and assist MT ☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons ☐ Prepare 3-ring binder for: • Lesson plans • Journal entries • Log of hours (E-2) • Completed Informal Observation Reports by MT (A-2) • Completed Progress Reports -- biweekly with MT (D) • Completed Formal Classroom Observation Reports by US (A-1) • Completed Summary Observation Report by US (G) • Completed Profile Evaluation Reports by US with MT for midterm and final evaluations (H) • Completed Summary Of Placement by US with MT (F) ☐ Begin Professional Development Portfolio (refer to I-1)	☐ Conduct school-based orientation ☐ Review student-teaching plan with TC and US ☐ Team plan and co-teach with TC ☐ Conduct Informal Observations (A-2) ☐ Complete Progress Reports biweekly with TC (Appendix D)	☐ Contact MTs to visit sites and to meet principals (both placements) ☐ Clarify procedures with MT ☐ Schedule observations as feasible
Week 4 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Review Experience Checklist with MT (B)	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC (B)	☐ Conduct formal observation with MT (A-1) ☐ Check Log of Hours (E-2) ☐ Confer with TC and MT

			☐ Maintain contact with MT and TC
Week 5-7	☐ Continue independent teaching with gradual return to MT in Week 7	☐ Continue Informal Observations and Progress Reports with MT	
Week 7 Mid-term Evaluation	☐ Collect copies of all reports from US (E-2, F, G, H) ☐ Continue work on Professional Development Portfolio	☐ Conduct Profile Evaluation (H) and discuss final grade with US ☐ Assist US in completing mid-term evaluations (E-2, F, H)	☐ Conduct Summary Observation Report (G) ☐ Review Profile Evaluation (H) with MT and discuss final grade. ☐ Conduct Summary of Placement with MT (F) ☐ Sign Log of Hours (E-2)

NOTE: LETTERS IN PARENTHESES REFER TO THE APPENDICES.

SUMMARY OF SCHEDULES FOR STUDENT TEACHING
FOREIGN/WORLD LANGUAGES
Second Placement

Time	Teacher candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
Second Placement Weeks 8-11	☐ Begin Log of Hours (E-2) ☐ Observe and assist MT ☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons ☐ Continue to use 3-ring binder for all lesson plans, journal entries, and documents	☐ Conduct school-based orientation ☐ Review student-teaching plan with TC and US ☐ Team plan and co-teach with TC ☐ Conduct Informal Observations (A-2) ☐ Complete Progress Reports biweekly with TC (Appendix D)	☐ Contact MT to visit site and to meet principal (follow up to initial call done at beginning of semester) ☐ Clarify procedures with MT ☐ Schedule observations as feasible ☐ Schedule a mid-semester meeting of TCs (if feasible)
Week 12 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Contact GMU Academic Advisor and coordinate a time and place (with MT and US) for end of semester presentation of Professional Development Portfolio ☐ Review Experience Checklist with MT (B)	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC (B)	☐ Conduct formal observation with MT (A-1) ☐ Check Log of Hours (E-2) ☐ Confer with TC and MT on progress
Week 13-15	☐ Continue independent teaching with gradual return to MT in Week 14 ☐ Complete Professional Development Portfolio	☐ Continue Informal Observations and Progress Reports with TC	☐ Maintain contact with TC and MT
Week 15 End of Internship Evaluation	☐ Collect copies of all reports from US (E-2, F, G, H, J) ☐ Present Professional Development Portfolio to Dr. Haley	☐ Conduct Profile Evaluation (H) and discuss final grade with US ☐ Assist US in completing end of semester evaluations (E-2, F)	☐ Conduct Summary Observation Report (G) ☐ Review Profile Evaluation (H) with MT and discuss final grade ☐ Conduct Summary of Placement with MT (F) NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship ☐ Sign Log of Hours (E-2)

NOTE: LETTERS IN PARENTHESES REFER TO THE APPENDICES.

Assessment Rubric
See below

A. Performance-based assessments –
DOCUMENTATION
The Internship Handbook contains all forms, which must be submitted to Educator
Preparation Office at the end of the student teaching/internship experience (except for the
forms required for compensation of the mentor teacher). **These forms should be copied
as needed**. Folders containing the Student Teaching Manual and other information for
university supervisors and mentor teachers are distributed at the scheduled Educator
Preparation Office. Students deliver the folders to their mentor teachers unless teachers
have requested the materials earlier. These folders should be used to collect and submit
documentation to EPO through the university supervisor. Students should be provided
copies of all documents to the university supervisor and the mentor teacher.

Documentation: Candidates
The candidate must keep l**esson plans and all other documentation in a 3-ring binder**
for review by the university supervisor during observation visits. This binder becomes a
valuable record of progress and a source of materials. These may be used in the
professional development portfolio for evidence of professional growth or for a job
search. Items for the binder should include:

- **Daily Lesson Plans:** The candidate must provide daily lesson plans for review
  by the mentor teacher and for the university supervisor as requested. The format
  may be mutually determined, but should include the elements shown in
  Appendices C (1-3).
- **Daily Log of Hours:** Candidates must keep a daily log of hours. The **log**
  (Appendix E-2) and **summary** (Appendix F) are kept in the binder and submitted
  to the university supervisor upon completion of each placement of the student
  teaching/internship.
- **Journal Entries:** Candidates must make journal entries, which are kept in the
  binder for review by the university supervisor and mentor teacher. These entries
  should reflect teaching experiences that impact the candidate's growth and
  progress during the internship
- **Bi-weekly Progress Report:** Candidates complete Part I of the Progress Report
  (Appendix D) once every two weeks, give it to the mentor teacher for completion
  of Parts 2 and 3, and submit it to the university supervisor. Interns should keep
  copies of these for the Professional Development Portfolio as evidence of
  professional growth.
- **Experience Checklist:** The candidate should review the **Experience Checklist**
  (Appendix B) with each mentor teacher after the first few weeks of working
  together. Areas of interest should be addressed during the rest of the internship
  (for each placement).
- **Evaluations:** The candidates should complete evaluation reports for each mentor
  teacher (Appendix K-1) and the university supervisor (Appendix K-2). An
  evaluation of this manual should also be completed using Appendix L.

- **Other:** Candidates should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2**), Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Candidate** (Appendix H) in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

B. Criteria for evaluation

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 internships and GSE policy for counseling and administrative internships.

2. The mentor 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 intern's performance.

3. A graduate intern 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 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.)

4. An intern or candidate 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 internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

PROFESSIONAL STANDARDS:
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
Council for the Accreditation of Educator Preparation (CAEP)
Virginia Standards of Learning (SOLs)

George Mason University
Graduate School of Education

Profile for Evaluation of
CANDIDATE

Candidate:_____School:_____Subject(s)/Level(s):_____

Evaluator:_____ ☐Univ. Sup.   ☐Mentor Tchr. or   ☐Intern   ☐Spring ☐Fall Yr

Elementary Placement Grade:_____   OR Secondary Placement Grade:_____

Use this list of standards and rating scale for self-assessment and assessment of the student's performance by the clinical faculty/mentor teacher and university supervisor at the beginning and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. At the interim evaluation, performance should be assessed according to expectations for a candidate and for the final evaluation, according to expectations for a beginning teacher.

Analytic Scoring Rubric for Teaching Internship Evaluation

ACTFL/CAEP Standard	Unacceptable – Minimum Evidence (1)	Unacceptable – Approaches Standard (2)	Acceptable - Meets Standard (3)	Target – Exceeds Standard (4)	Points
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational **1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"**	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	

Standard 3: Language acquisition theories and knowledge of students and their needs **3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich learning environments**	does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.	does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.	exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in designing teaching strategies that facilitate language acquisition	exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	
Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines **2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures**	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	
Standard 4: Integration of Standards in Planning and Instruction **4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning**	does not create a learning scenario with evidence of incorporating SFLL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.	creates at least one learning scenario with one or two of the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.	creates some learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.	creates several learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.	
Selecting and designing instructional materials	does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not any authentic materials. Does not select or adapt materials that are "real world" and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.	designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are "real world" and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are "real world" and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and	designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are "real world" and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	

				uses some of them in effective language and content teaching.		
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning **Knowledge of assessment models and how to use them appropriately** **5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students**	does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.	attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with special needs. Provides samples of integrated performance assessments but without scoring rubrics.	describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.	describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how assessment results were used to improve future instruction.		
Standard 6: Professional development, advocacy, and ethics **6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.**	does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not considered developing a plan.	does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teacher s for feedback.	sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teacher s for feedback.	regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teacher s for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.		

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Performance Rating Scale
4 = Excellent   3 = Competent   2 = Minimal   1 = Unsatisfactory   N/O = Not observed

Rating

1. Keeps records of students' progress and problems.   _____

2. Motivates student learning through interesting and challenging activities.   _____

3. Creates an orderly and supportive environment by establishing routines.   _____

4. Demonstrates courtesy and caring in relationships with students.   _____

5. Manages time, space, and materials to keep students productively involved in learning.   _____

6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. _____

7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good._____

8. Handles disruptive or destructive behavior firmly and fairly.   _____

9. Communicates regularly with parents and involves them in problem solving.   _____

TOTAL SCORE   _____/36   (Minimal passing score = 30)

_____
Mentor teacher   Date

_____
University Supervisor   Date

(The signatures below indicate review of this evaluation profile rather than agreement.)

_____

Candidate   Date

_____

Principal (or Designee)   Date

The information on this form becomes part of the student's confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.