

George Mason University
College of Education and Human Development
Elementary Education

ELED 790.002

Internship in Elementary Education (Part 1 of Yearlong Internship)

3 credits

Fall 2023

M, T, Th, and F; School Placement Hours and Location

Professor: University Facilitators (UF) and Advanced Mentor Teacher (AMT)/Mentor Teacher (MT)

Office Hours: By appointment

Office Location: Thompson 1800

Office Phone: (703)-993-9717

Email: varies by facilitator

Prerequisites: Admission to Elementary Education program; completion of licensure tests, endorsement requirements, and required coursework.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision in a school placement setting that includes observations and seminar experiences.

Course Overview: The 3-credit hour internship is a minimum 16-week experience in one of the Mason Elementary PDS sites and is the first half of the yearlong internship. During the internship, Teacher Candidates observe, assist and teach lessons. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher, and gradually increase their responsibilities across the semester. The internship provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into the profession.

Course Delivery Method: In this course, Teacher Candidates (TC) learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide TCs in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet *biweekly* and are conducted by UF and/or AMT/MT. These discussion seminars provide TCs with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, TCs are expected to: observe instruction at various age levels, plan with their individual AMT/MT and grade level teams and teach individual lessons and units.

Learner Outcomes:

This course is designed to enable TCs to:

1. Apply the central concepts, tools of inquiry, and structures of the discipline he or she teaches to create learning experiences that make these aspects of subject matter meaningful for students. (INTASC 4, 5)
2. Create differentiated learning opportunities that support children's intellectual, social, and personal development through application of understanding of how diverse children learn and develop. (INTASC 1, 2)

3. Use a variety of instructional strategies, including the arts, to encourage student development of critical thinking, problem solving, and performance skills. (INTASC 7, 8)
4. Create positive differentiated learning environments that encourage positive social interaction, active engagement in learning, and self-motivation through application of understanding of individual and group motivation and behavior. (INTASC 3)
5. Modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs. (INTASC 1, 2, 3)
6. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans. (INTASC 3)
7. Foster active inquiry, collaboration, and supportive interaction in the classroom through use of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting). (INTASC 8)
8. Plan, implement, and assess instruction based on knowledge of subject matter, students, the community, and curriculum goals in reading, math, science, and social studies. (INTASC 5, 6, 7, 8)
9. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner. (INTASC 6)
10. Reflect upon and evaluate instructional decision making in order to understand the effects of his or her own choices and actions on others and to grow professionally. (INTASC 9)
11. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (INTASC 10)
12. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences. (INTASC 5, 7, 8)

Professional Standards:

Upon completion of this course, students will have met the following professional standards:

[INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts:

- Virginia's DOE K-12 *Standards and Instruction*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction>
- GoReact subscription account per year

Some excellent optional resources:

- Charney, R.S. (2015). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Center for Responsive Schools, Inc.
- Wood, C. (2017). *Yardsticks: Children in the classroom, ages 4-14* (4th edition). Turner Falls, MA: Northeast Foundation for Children.

Internship Documentation:

Students are expected to submit all assignments on time to Blackboard (Bb).

***Please note text in green indicates documents and forms available on Bb.**

The following assignments will further your understanding of assessing, planning, and teaching. These create a holistic picture of performance and contribute to the determination of your final grade and completion of the *Evaluation Rubric– Continuum Form*.

A. Student Learner Chart (1%)

- Create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, assessment data, and learning preferences information (form is available on Blackboard).

B. Core Beliefs Statements (1%)

- Write your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically) and post to Blackboard.

- At each biweekly, revisit, revise, add to, and/or modify your core beliefs statements.
- Post updated version to Bb at the end of the semester.

C. Biweekly Reflections (6%)

- Submit a biweekly reflection to Bb every two weeks (form is available on Blackboard).
- Biweekly reflections connect to core beliefs and help generate specific goals. Goals are represented in the teacher objective in lesson plans.

For example:

In my core beliefs statement, I stated that I believe students should be given multiple opportunities for choice throughout the instructional day. As I think about my lessons from this past week, I noticed that at most points in the day, my instruction required all students to complete the same task in the same way. As a goal for the upcoming weeks, I am going to try and incorporate my choice in my instruction. I think I'll begin with providing students with an opportunity to choose their seating during independent reading. A key part of implementing this goal will be teaching the students how to choose a seat. I am excited to try this out!

- Possible topics for biweekly reflections:
 - Learner Development (InTasc 1)
 - Learner Differences (InTasc 2)
 - Learning Environments (InTasc 3)
 - Planning Instruction (InTasc 4,5,6,7,8)
 - Professional Growth and Ethical Practice (InTasc 9)
 - Leadership and Collaboration (InTasc 10)
 - Other

D. Guided Observation Cycles (3%)

- Engage in observation cycles with TCs and UF in two or more of the following core practices
 - Teacher Language for Building Community and Establishing Presence (tone, body language, words)
 - Transitions
 - Mini-lessons
 - Small group instruction
- Guided observation cycles involve observation of expert teachers implementing high-leverage practices. Reflection on and discussion of those practices will be followed by opportunities to implement and reflect further on your own use of these practices.

Commented [HG1]: Might we include "classroom management" more broadly to allow for needs- or interest-based observations?

E. Observations of teaching (6%)

- In the 3-credit internship, the MT/AMT will conduct a minimum of two formal observations, and the UF will conduct one formal observation.
- In the 6-credit and 9-credit internships, the MT/AMT will conduct a minimum of four formal observations, and the UF will conduct two formal observations.
- Use of Video-GoReact
 - All Teacher Candidates will be using GoReact video-aided reflection. **It is imperative that you collect video evidence regularly as requested by your UF.**

F. Collaborative Planning Documentation (6%)

- The purpose of the Collaborative Planning Documentation is to demonstrate your ability to collaborate with teachers in a school context to:
 - i. Plan, construct and deliver, instruction that meets the needs of diverse learners
 - ii. Analyze and reflect on the instructional cycle, including assessment-driven collaborative planning, instruction, and impact on learning
- If you have Collaborative Team Planning (CLT) or Collaborative Team (CT) meetings, those should be documented. If your team does not meet as a group, document your planning with your mentor teacher or a resource teacher.
- Complete the chart monthly, to track your progress across three different instructional cycles.
- Submit chart to Blackboard on October 1, November 1, December 1.

G. Complete Assessment of Professional Dispositions in the Field (1%)

- Complete the Professional Dispositions in the Field Self-assessment using the link on Blackboard

H. Complete Midpoint Evaluation Rubric – Continuum Form (37%)

- Complete in collaboration with AMT/MT (form is available on Blackboard). Review and discuss the Rubric with the UF at the midpoint conference and upload to Blackboard.

I. *Complete Final Evaluation Rubric – Continuum Form (37%)

- Complete in collaboration with AMT/MT (form is available on Blackboard). Review and discuss the Rubric with the UF at the final conference and upload to Blackboard and VIA.

Additional required documentation – see Bb

Monthly log of hours

Summary of hours

****UF reserves the right to alter assignments as necessary with notification to students**

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Chart	<u>1%</u>	Ongoing/ Dec 1
1-12	Core Beliefs Statement	<u>1%</u>	Ongoing/ Dec 1
10-11	Biweekly Reflections	<u>6%</u>	Every 2 weeks
1-12	Guided Observation Cycles	<u>3%</u>	Per UF
1-12	Observations of Teaching	<u>6%</u>	Dec 1

2, 4, 8, 9	Collaborative Planning Documentation	<u>6%</u>	Oct 1; Nov 1; Dec 1
2, 4, 7, 10, 11	Professional Dispositions in the Field	<u>1%</u>	Dec 1
	Monthly log of Hours	<u>1%</u>	Sept 1; Oct 1; Nov 1; Dec 1
	Summary of Hours	<u>1%</u>	Dec 1
1-12	Midpoint - Evaluation Rubric - Continuum	<u>37%</u>	Oct 13
1-12	*Final - Evaluation Rubric - Continuum	<u>37%</u>	Dec 1

*Designated performance-based assessment

Grading

The College of Education and Human Development (CEHD) has approved the following grading policy for ELED 790.

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and CEHD policy for internships.
 1. Grades of *S (Satisfactory)* by a TC in Elementary Education will be documented using the course assignments.
 2. A graduate TC who receives a *NC (No Credit)* grade 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.
 3. The AMT/MT and the UF shall determine the interim and final grades jointly after consultation. If they cannot agree, the APC of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of TC performance.
 4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
 5. The final grade will not be processed until the Summary of Hours – Fall sheet and/or Summary of Hours- Spring sheet is complete and in the licensure office. Further, final grade will not be processed until all SLL tasks are uploaded.
 6. TC is responsible for documenting all requirements and materials for licensure.
 7. TC is responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

**See Division Calendar and Internship Calendar*

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 Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to SLL should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.