

George Mason University
College of Education and Human Development
Elementary Education

ELED 490.001 Spring 2024
Internship in Education –Elementary Education
9 credits
M-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: varies by university facilitator
Email: varies by university facilitator

*This is a Mason Core Capstone Course

Registration Restriction: Admission to the Elementary Education program
Prerequisites: Completion of licensure tests, endorsement requirements, and ELED 480.
Recommended Corequisite: ELED 459-Research and Assessment in Elementary Education
University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Requires observation, coteaching and teaching of lessons in PK-6 classrooms.

Course Overview: The internship is a 16-week experience in one of the Mason Elementary PDS sites. 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 (TCs) 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 individual AMT/MT and grade level teams and teach individual lessons and units.

Learner Outcomes:

This course is designed to enable Teacher Candidates 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. (CORE CAPSTONE OUTCOME 2; 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 to encourage student development of critical thinking, problem solving, and performance skills. (CORE CAPSTONE OUTCOME 1; InTASC 7, 8)
 4. Create 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. (CORE CAPSTONE OUTCOME 1; InTASC 3)
 5. Foster active inquiry, collaboration, and supportive interaction in the classroom through use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting). (InTASC 8)
 6. Plan and implement instruction based on knowledge of subject matter, students, the community, and curriculum goals. (CORE CAPSTONE OUTCOME 2; InTASC 4, 5, 6, 7)
 7. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner. (InTASC 6)
 8. 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. (CORE CAPSTONE OUTCOME 3a; InTASC 9)
 9. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (CORE CAPSTONE OUTCOME 1; InTASC 10)
 10. 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 a 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 *Standards of Learning for K-6* (<https://doe.virginia.gov/testing/index.shtml>).

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. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in ELED 543**).

Internship Documentation:

Students are expected to submit all assignments on time to Blackboard (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 (2%)

- 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.

B. Core Beliefs Statements (2%)

- 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.
- 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. Observations of teaching (6%)

- In the 6-credit internship, 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.**

E. Collaborative Planning Documentation (4%)

- 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 Feb. 1, March 1, April 1.

F. Complete Assessment of Professional Dispositions in the Field (2%)

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

G. Complete *Midpoint Evaluation Rubric – Continuum Form* (36%) in collaboration with AMT/MT. Review and discuss the Rubric with the UF at the midpoint conference and upload to Blackboard.

H. *Complete *Final Evaluation Rubric – Continuum Form* (36%) in collaboration with AMT/MT. Review and discuss the Rubric with the UF at the final conference and upload to Blackboard and VIA.

I. Monthly log of hours (Jan., Feb., March, April) (2%)

J. Summary of hours (2%)

K. Working with Military Families Modules (1 %)

- *Digital Learning Modules: Supporting our Military Connected Children in School Settings: Moving them from Risk to Resilience*

These modules were specially developed by our college to educate aspiring and practicing school personnel about the culture of the military, challenges frequently faced by military families, and strategies school personnel can use to meet the diverse needs of this special population. **Once you have completed the modules, please screenshot the last page of both modules and upload them to Blackboard as evidence of completion.**

To access and view the modules, you will first need to create an account on TTAC Online:

<https://ttaconline.org/Account/Register>. Once you login, you will be able to access modules via the following links:

Module 1 - <https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5ClogeWNtaMn-Du/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience-->

Module 2 - <https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CiohoVbMMIiwUD/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience-->

L. Evidence of Technology Proficiency (1%)

- To meet the requirements for teacher licensure, teacher candidates must document that they have met the [TSIPS \(Technology Standards for Instructional Personnel\)](#). To do this, you will collect evidence of your understanding of and use of technology.
- To document technology proficiency
 - i. Add/link the syllabus for ELED 257: Integrating Technology in ELED Classrooms or other technology course completed (if applicable)
 - ii. A lesson with student-centered use of technology (can overlap with another assignment). Student centered use means K-6 students creating something with technology. Upload the lesson plan, a sample of student work (name removed), if possible, and a paragraph explaining how technology enhanced your lesson/learning.
 - iii. Sample use of technology. This can include one or two pieces of evidence of a time you created something with technology (presentation, video, digital story, e-book, website). This can be something you did for a course

or in your field experience/internship. Include a paragraph that explains how technology enhanced your lesson/learning.

**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>2%</u>	Ongoing
1-12	Core Beliefs Statement	<u>2%</u>	Ongoing/ May 1
10-11	Biweekly Reflections	<u>6%</u>	Every 2 weeks
1-12	Guided Observation Cycles	<u>optional</u>	Per UF
1-12	Observations of Teaching	<u>6%</u>	May 1
2, 4, 8, 9	Collaborative Planning Document	<u>4%</u>	Feb. 1, March 1, April 1
2, 4, 7, 10, 11	Professional Dispositions in the Field	<u>2%</u>	May 1
1, 2, 4, 5, 7, 11, 12	Working with Military Families	<u>1%</u>	May 1
7, 11, 12	Technology Proficiency	<u>1%</u>	May 1
	Monthly Log of Hours	<u>2%</u>	Jan., Feb., Mar., April Submit: May 1
	Summary of Hours	<u>2%</u>	May 1
1-12	Midpoint- Evaluation Rubric- Continuum	<u>36%</u>	Feb. 23
1-12	*Final- Evaluation Rubric- Continuum	<u>36%</u>	May 1

***Designated performance-based assessment**

Grading

The College of Education and Human Development (CEHD) has approved the following grading policy for ELED 490:

- 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 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 Academic Program Coordinator (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 the 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 or Summary of Hours - Spring is completed and in the licensure office. Further, final grade will not be processed until all SLL/VIA tasks are completed and uploaded.
6. TCs are responsible for documenting all requirements and materials for licensure.
7. TCs are responsible for taking all tests required by the state and submitting the results to the licensure office **prior** 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/polices-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/>).
- 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 <http://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 VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/VIA>. 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, 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/> .