

George Mason University
College of Education and Human Development
Division of Elementary, Literacy and Secondary Education

EDCI 791.002 – Internship Seminar in Secondary Teaching
2 Credits, Spring 2018
Wednesdays 5 - 7 p.m. Thompson Hall Room L003 – Fairfax Campus

Faculty

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Prerequisites/Corequisites Co-requisite: EDCI 790

University Catalog Course Description

Focuses on critical reflection regarding effects of teacher actions on others; develops skills as a reflective practitioner; presents research-based rationales for instructional decision-making.

Course Overview

The internship seminar is a course taken during students' internship experience. The seminar is an ongoing exchange in which interns are both participants and developers. Interns are expected to share their own experiences in their classrooms and school communities. Students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and learners.

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

In concert with the goals and objectives of the Secondary Education internship to develop skills as a reflective practitioner, in the internship seminar students will:

- Develop skills as a reflective practitioner; continually evaluate his/her practice, particularly the effects of her choices and interactions with others
- Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
- Present thoughtful research-based rationale for decision-making
- Reflect and dialogue about teaching practice individually as well as in a professional learning community
- Collaborate with other teacher interns to discuss internship challenges and successes related to lessons, activities, and assessments which align with learning objectives, evidence of student learning
- Discuss ways to elicit student background (e.g., interests, needs, culture) and make sensitive use of this

Professional Standards

The course focuses on support and discussion related to designing classroom environments that meet the needs of all learners as called for by the [Standards of Learning for Virginia Public Schools](#) and each professional content standard and as outlined, Council for the Accreditation of Educator Preparation, [CAEP](#), each of the content SPAs, and the Interstate New Teacher Assessment and Support Consortium ([InTASC](#)).

Required Texts

A current subscription to GoReact is required. No textbook is required for this course.

Online Resources:

- Commonwealth of Virginia *Standards of Learning for Virginia Public Schools*. Retrieved from: <http://www.doe.virginia.gov/testing/index.shtml>
- Access to professional standards documents as specified by content area.
- Other resources will be distributed in class or posted on-line at the course website.

Recommended Reading:

Brookfield, S. (2017). *Becoming a critically reflective teacher* (2nd ed.). San Francisco, CA: Jossey-Bass.

Burant, T., Christensen, L., Salas, K. D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2nd ed.). Portsmouth, NH: Heinemann.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Freire, P. (1970/1994). *Pedagogy of the oppressed*. New York, NY: Continuum.

Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2nd ed.). Thousand Oaks, CA: Corwin.

Gorski, P., Zenkov, K., Osei-Kofi, N., & Sapp, J. (Eds.). (2012). *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts*. Sterling, VA: Stylus.

Knowles, J. G., Cole, A. L., & Presswood, C. S. (1994). *Through preservice teachers' eyes*. New

York, NY: Merrill.

Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.

Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.

Nieto, S. (2005). *Why we teach*. New York, NY: Teachers College Press.

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2012). *Teaching to change the world* (4thed.). Boulder, CO: Paradigm Publishers.

Samaras, A. P., & Sell, C. (2013). *Please write: Using critical friend letters in teacher research*. *Teacher Education Quarterly*, 40 (4), 93-109.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Sornson, B. (2005). *Creating classrooms where teachers love to teach and students love to learn*. Golden, CO: Love and Logic Institute, Inc.

Thompson, J. G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3rd ed.). San Francisco, CA: Jossey-Bass.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, [NOT APPLICABLE] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

There is no PBA in EDCI 791 submitted to Tk20.

- **Assignments and/or Examinations**

Class Participation (weekly):

Your attendance and participation at your school and seminar sessions is critical not only to your own success, but to that of your colleagues. Attendance and participation are expected in both your classroom and in seminars, but emergencies do arise. Please notify your cooperating teacher and your supervisor if you will be tardy or absent from your internship or seminar. Excessive late arrivals, lack of preparation, and any unsatisfactory absence—one that is not pre-arranged and/or approved by an instructor—will severely and negatively impact your grade. Projects late due to unsatisfactory absences will be accepted at the discretion of the instructor. Attendance and completion of seminar assignments can affect whether or not you successfully complete your internship. Please turn all electronic devices on silent when you enter class.

Becoming a Reflective Practitioner (weekly):

You are becoming a professional teacher. Be open to new experiences, ideas, challenges, and your continuous professional development.

It is your responsibility to come to class with insights, questions, comments, and concerns based on your internship experience. The quality of our conversations and your growth will be largely based on your commitment to engaging deeply with your student teaching experience. In order to reflect on your own learning and to be ready to discuss your insights and questions, you will need to keep a daily journal (physical or electronic) of your experience. This will be a private place for you to keep track of best practices, big ideas, and burning issues. Please bring your journal to the seminars and conferences. In conjunction with your working portfolio, maintain a notebook in which you make substantive entries every day you are in the field. Entries may consist of a description of a particular experience that day, questions and concerns about the incident, and thoughts about how you will respond to this experience in the future. In addition, you will complete a reflection each week and post it on our Blackboard discussion site (see below for additional information).

Weekly Blackboard Discussion Board Participation (weekly):

You are expected to log on several times a week to participate in online discussions. Your online commitment includes the following tasks:

- 1) Posting of your weekly reflection based on your internship experience (see Appendix A if you need guiding questions to focus your reflection on). Each week there will be a new thread available for your weekly reflection. The weekly reflection is due no later than Sunday by 11:59 pm.
- 2) Graduate students are required to locate and post a peer-reviewed article related to the topic of their weekly reflection and integrate what they glean from the article into their reflection. By the end of the semester you must have included at a minimum three articles in your reflections. Use this as an opportunity to start thinking about the challenges of teaching and learning that you would like to further explore in your research project next semester.
- 3) As a critical friend you will respond to your colleague's weekly reflection on Blackboard by the time we meet for class. Your responses to your colleague's posts should be respectful, intellectually curious, and go beyond the superficial (e.g. "That's great!").

Lesson Plan Reflection (selected date):

On the date you select, bring to the seminar one complete lesson plan that you recently taught, an uploaded video on GoReact, as well as any teaching tools you used and a sample of student work produced in this lesson. This can be a GoReact video that you shared with your university supervisor. You will show a portion (1-3 minutes) of the video in class that you want to further evaluate, reflect on, and discuss with your peers. Come prepared to discuss, reflect, and ask and answer questions. The presentation and discussion will be about 10-12 minutes long.

Community Mapping (due February 7th at 5 pm):

It is important for you to know your students, their families, and the surrounding community. Your job is to explore and learn about the community. You will create a digital map (e.g., Google maps) with the intent of figuring out where teenagers hang out and how they interact with the community. This will also support you in your ISL/CLT project. The following questions can help guide you:

1. What kinds of retail options are available in the community?
2. Are there recreational spaces (i.e. parks, community centers) for children and teenagers?
3. What grocery and food options are there?
4. What additional resources are available to the community (i.e. university, library)?
5. Are there local cultural (i.e. art centers, theaters), historical (i.e. historical plaques, archives) and environmental resources (i.e. city, state, or federal parks, zoo) in or near the community?
6. Additional resources or information that you think is necessary to know (i.e. traffic patterns, socioeconomics, racial mix in neighborhoods).

You will write your findings in one to two pages. Be ready to also present your map and findings to your classmates. Here are some guiding questions to help you write your results:

1. Overall, what did you learn about the community?
2. What did you learn about the community that surprised you?
3. How could community mapping be useful in your class and impact your teaching practices?
4. In what ways, if any, were your perceptions changed or enhanced by learning a little more about the community you work in?

Assignment	Due Date	Total Points
In-Class participation & Becoming a Reflective Practitioner	Weekly	30
Weekly BB Discussion Board Reflections (including 3 article presentations*) and Critical Friend Responses	Weekly	50
Lesson Plan Reflection presentation and discussion	Selected date	10
Community Mapping assignment and presentation	February 7	10
	TOTAL	100

***Differentiated Assignment for Undergraduate and Graduate Students:**

In addition to the weekly reflections, graduate students are required to also locate and post three peer-reviewed articles related to dilemmas in teaching practice they have identified. They are required to report out and present on the key points and connections from the

theoretical stance of the article to their practice and integrate what they glean from the article into their reflections. Articles should be posted in the Class Resource Folder on Bb.

- **Other Requirements**

No late work will be accepted unless previous arrangements have been made with the professor.

Attendance Policy

Attendance in the course is mandatory. If you cannot come to a specific class session due to a schedule conflict, notify the instructor at least one week in advance for an excused absence. Attendance is tied into your participation grade. If you are not in class, you are not participating.

Late Work

Work is due on the announced due date. All late work will incur a penalty of 10 percent for each day late.

Course Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (unless directed otherwise) by midnight. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Professional writing quality (including mechanics, organization, and content) is expected in each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% each day late), excepting extraordinary circumstances. Please see instructor with questions and concerns about assignments, expectations, or seminar activities.

- **Grading**

Letter Grade	Percentage
A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 -70
F	Below 70%

Professional Dispositions

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

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

Class Schedule

DATE	TOPICS	READINGS/ ASSIGNMENTS DUE
Jan 24	Introduction to the course and internship expectations	Read syllabus Review all internship materials, forms and assessments Become familiar with course Blackboard site Reflection 1 due on Sunday, Jan 28 Respond to critical friends by Wednesday, Jan 31
Jan 31	Setting Goals What does it mean to be a critical friend?	Reflection 2 due on Sunday, Feb 4 Respond to critical friends by Wednesday, Feb 7 Work on the community map assignment
Feb 7	Guest Speaker: Jeff Davis, Director of Education Preparation Office School community and Curriculum and standards Working in CLTs Preparation for the Impact on Student Learning	Community Map due Bring mentor teacher lesson plan to critique and revise (make it your own!) Reflection 3 due Sunday, Feb 11 Respond to critical friends by Wednesday, Feb 14
Feb 14	Classroom presence and time management Share top 2 strategies you like to use Lesson Plan Reflection presentation and discussion	Reflection 4 due Sunday, Feb 18 Respond to critical friends by Wednesday, Feb 21

Feb 21	<p>Guest Speakers: Interns from last semester will come in and discuss the Impact on Student Learning paper</p> <p>Impact on Student Learning workshop</p> <p>Lesson Plan Reflection presentation and discussion</p>	<p>Reflection 5 due Sunday, Feb 25</p> <p>Respond to critical friends by Wednesday, Feb 28</p>
Feb 28	<p>Student assessments</p> <p>Lesson Plan Reflection presentation and discussion</p>	<p>Bring in Phase 1 of your ISL/CLT and receive peer feedback</p> <p>Reflection 6 due Sunday, Mary 4</p> <p>Respond to critical friends by Wednesday, March 7</p>
March 7	<p>Guest Speaker: Charlotte Straus, Career Center- Preparing for the job market</p> <p>Preparing for the job market</p> <p>Lesson Plan Reflection presentation and discussion</p>	<p>Reflection 7 due Sunday, March 11</p> <p>Respond to critical friends by Wednesday, March 14</p>
March 14	<p>GMU SPRING BREAK – NO EDCI 791 class meeting</p>	<p>Reflection 8 due Sunday, March 18</p> <p>Respond to critical friends by Wednesday, March 21</p>
March 21	<p>Diversity and differentiation</p> <p>Share top 2-3 techniques and strategies</p> <p>Lesson Plan Reflection presentation and discussion</p>	<p>Reflection 9 due Sunday, March 25</p> <p>Respond to critical friends by Wednesday, March 28</p> <p>Complete Dispositions survey</p>
March 28	<p>County Schools' Spring Break - NO EDCI 791 class meeting</p>	<p>NO REFLECTION this week</p> <p>Work on the Impact on Student Learning Paper</p>
April 4	<p>Diversity and differentiation continued</p> <p>Lesson Plan Reflection presentation and discussion</p>	<p>Bring in Phase 2 of your ISL/CLT and receive peer feedback</p> <p>Reflection 10 due Sunday, April 8</p>

		Respond to critical friends by Wednesday, April 11
April 11	Analyzing student data Lesson Plan Reflection presentation and discussion	Reflection 11 due Sunday, April 15 Respond to critical friends by Wednesday, April 18 Work on the Impact on Student Learning Paper
April 18	<i>Your choice of topic</i> Lesson Plan Reflection presentation and discussion	Bring in draft of your ISL/CLT and receive peer feedback
April 25	Guest Speaker: Rebekah Flis, Licensure Specialist Work life balance Impact on Student Learning Check-In	Work on the Impact on Student Learning Paper
May 2	Complete course evaluation Reflect on experiences and plans for the future Write a letter	Finishing touches on Impact on Student Learning

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <http://catalog.gmu.edu/policies/honor-code-system/>).

- 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 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://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- The Writing Center 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 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/>).

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

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>

Appendix A

Weekly Reflection Form

Week of:

Name:

Content Area:

1. As you reflect on the week, were the students in the class you taught or observed cognitively engaged in the work? How do you know?
2. Did the students learn what they were expected to learn? How do you know? If you don't know at this point, when will you know, and what will be evidence of their learning?
3. How did the instructional strategies you chose or observed support student learning? How do you know?
4. What have you or your cooperating teacher done to promote a culture for learning in your classroom?
5. Were lesson plans altered or were outcomes adjusted over the week as lessons were taught? If so, how and for what reason?
6. If you had the opportunity to teach the lesson (or teach it again) to the same group of students, what would you do differently?
7. Share any additional comments about you week here.