EDUC 516: Language Across the Elementary International School Curriculum
[FASTTRAIN](), George Mason University

I. Course Background

Summer 2011 **Instructor:** Arvinder Kaur Johri **Email:** ajohri10@gmail.com **Office hours:** By appointment or after class	**Fairfax Campus** (Summer Session I)**:** June 27 – July 7; 8:30 am -3:30 pm Location: FX IN132

A. Course Description: Introduces current methods of teaching transdisciplinary lessons utilizing language arts best practices in an elementary setting (K–6). Includes language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children's literature and using assessment to drive instruction. International focus considers needs of second language learners in regular classroom settings. *Prerequisites: Admission to the FASTTRAIN program*

B. Course Delivery: This course is delivered through a variety of instructional strategies. Session formats will vary and include lecture, interactive hands-on activities, large and small group discussions, student presentations and cooperative learning groups. Students will also conduct independent research and a field experience in a Northern Virginia area school or an agreed-upon International School.

II. Student Outcomes: Upon successful completion of this course, students will have:

Built Background Knowledge on Language, Learning, and Literacy by:
1. Demonstrating an understanding of the structure of the English language.
2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
3. Exploring and explaining the role of families, communities, and schools in children's literacy learning.
4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

Practiced Strategies for Designing Literacy Instruction by:
5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.
6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:
7. Describing the unique learning needs of English Language Learners (ELLs) and explaining how they will adapt lessons to meet their learning needs.
8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.

Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:
9. Demonstrating an understanding of aligning instruction with assessment.
10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction at appropriate reading levels.
11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

III. Relationship to Program Goals and Professional Organizations

EDUC 516 is a methods course in FAST TRAIN, a program that prepares elementary teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 addresses the program goals, which develop skills in instructional planning, implementation, and assessment. In additional, EDUC 516 primarily addresses INTASC standards 1, 3, and 4.
Overall, the INTASC Standards [http://www.dpi.state.ne.us/pbl/pblintasc.html] will be addressed by the following course activities:

Content Pedagogy: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*
- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan

Student Development: *The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.*
- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- Class Presentations
- In-class Learning Logs

Diverse Learners: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- In-class Learning Logs

Multiple Instructional Strategies: *The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.*
- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- Class Presentations

Motivation and Management: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement for learning, and self-motivation.*
- Field Experience
- Literacy Action Plan
- Guided Reading Lesson Plans

Communication and Technology: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*
- Guided Reading Lesson Plans
- Literacy Action Plan
- Online Discussions
- Video Analysis

Planning: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*
- Guided Reading Lesson Plans
- Literacy Action Plan
- Class Presentations

Assessment: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*
- Field Experience
- Literacy Action Plan
- Guided Reading Lesson Plans
- Running Records

Reflective Practice: *The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.*
- Field Experience
- Literacy Action Plan
- In-class Learning Logs
- Running Records
- Class Presentations

Professional Growth: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*
- Field Experience
- Literacy Action Plan
- In-class Learning Logs
- Class Presentations

IB-PYP Practitioner Award Programme Requirements: *The teacher will learn to use transdisciplinary planning and teaching skills. The teacher will know about the learner profiles and how to use them to support teaching in language arts.*

    a. International education and the role/philosophy of the IBO PYP programme
    b. Curriculum frameworks; principles, structures and practices
    c. Curriculum and instructional design
    d. Curriculum articulation
    e. Learning, theories, strategies and styles
    f. Teaching methodologies and the support of learning

g. Differentiated teaching strategies

h. Selection and evaluation of teaching and learning materials

i. Developing assessment strategies

j. The principles and processes of reflective practice

k. Collaborative working: planning, implementation and evaluation

IV. <u>Texts</u>:

Required:	Recommended:
• <u>Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy</u> by Irene C. Fountas & Gay Su Pinnell • <u>Guided Reading: Good First Teaching for All Children</u> by Irene C. Fountas & Gay Su Pinnell	• Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

<u>V. Attendance and Assignment Requirements:</u>

Attendance:

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In- class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason catalog).

- Each student is expected to complete all readings and assignments.
- All written assignments not completed in-class must be completed on a word processor.
- Late assignments will NOT be accepted.

GMU E-mail:
Web: **www.gmu.edu/email**: Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work (Mason catalog).

Course Withdrawal with Dean Approval:
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog).

Incomplete (IN):
This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including

summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

Teacher Anthology and PBA:
The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the Reading, Writing and Spelling Assessment. This will be completed during the field experience portion of the course.

The PBA will be scored based on the diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and texts will determine grade. A scoring rubric for this assignment will be provided.

This assignment must be posted to Task Stream, where it will be reviewed and graded. Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website http://fasttrain.gmu.edu/assets/docs/fast_train/Anthology_Guidelines.pdf for more guidelines about the anthology requirement.

Course Requirement	Description	% of grade	Date Due
1. Class Participation	Participate in class activities. These may include in-class writing assignments, informal discussions, cooperative group activities, homework assignments, and learning logs. Demonstrate a high standard of professional communication, conduct, leadership, reasoning, listening, reading, and writing. [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11]	25%	Ongoing
2. Running Records	Administer two running records; analyze the first with a partner and the second independently. [Outcomes 1, 4, 5, 6, 7, 8, 9, 10, 11]		Nov. 15th
3. Class Presentations	Research and analyze a comprehension strategy to present to the class. Presentation requirements include an interactive activity modeling the comprehension strategy as well as a handout detailing the strategy and how to implement it with a range of students. Research and analyze a developmental spelling level to present to the class. Presentation requirements include an interactive sorting activity as well as a handout detailing the level, the learner characteristics within the level, and suggested activities. Internet sites that can enhance or enrich students in language arts with the given comprehension strategy or spelling level must be included in both handouts. [Outcomes 1, 2, 3, 4, 5, 6, 7, 9, 10, 11]		July 1st
4. Guided	Given a targeted set of VA Standards of Learning, create **two** guided	25%	July 1st &

Reading Lesson Plans	reading lessons at different developmental levels. Justify the text being used and the skills taught. Then describe how to extend the lesson with class work and build upon it during the next Guided Reading lesson. Give explicit details about what other students in the room will be doing while the guided reading lesson is taught. Lastly detail the pre and post assessments that led to the text selection and activities for the following lesson. Additional information will be provided in class. [Outcomes 1, 2, 4, 5, 6, 8, 9, 11]		July 6th
5. Field Experience	Students must complete a field experience log that demonstrates you have observed & taught in an elementary classroom during language lessons for at least 20 hours. Field experience logs must be signed off by your cooperating teacher and submitted to the instructor on the due date. If you require a fieldwork placement, please fill out the fieldwork placement form below and contact Mary Hawkins, Fieldwork Coordinator, at mhawkin7@gmu.edu	5%	Nov. 15th
6. Performance Based Assessment **Reading, Writing, and Spelling Analysis**	Reading, Writing & Spelling Analysis As you begin your field experience, select a target child. Between now and the middle of the semester you will assess the child's reading, writing, and spelling ability. *Reading*: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan. *Writing*: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan. *Spelling*: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan. The Reading, Writing & Spelling Analysis should be presented in a final paper on the due date. **The assignment will only be graded in TaskStream according to the Performance Based Assessment Guidelines above.**	25%	Nov. 15th
7. Literacy Action Plan	Write a letter to your principal that outlines your ideal literacy program. Select a grade level and include your own philosophy about literacy instruction in general as well as specific goals for that level. Additional information will be provided in class. [Outcomes 1, 2, 3, 4, 5, 6, 7,8, 9, 10, 11]	20%	July 7th

Submission guidelines: Please use the following guidelines when submitting assignments

 Heading:
- ***Name***
- ***EDUC 516***
- ***Title of assignment name***
- ***Summer 2010***
- ***Your email address***

 Style guidelines:
- All papers are typewritten, double space and using 12-point font. Number all pages. Use your judgment about whether you need to use pseudonyms within your writing.
- Be sure to include a reference list at the end if appropriate. (Use APA or any other consistent type of formatting for the citations).

 APA format (in this order) for a book, a chapter from a book, an article retrieved from the Internet, and an article from a journal are shown in the following examples.

References

Crystal, D. (1997). *English as a global language.* Cambridge, England: Cambridge University Press.

Eisenhart, M. (2001). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In V. Richardson (Ed.), *Handbook of research on teaching, 4th edition* (pp. 209-225). Washington, DC: American Educational Research Association.

Vennebush, P., & Shafer, L. (2002). Using a balanced, multicultural approach to teach mathematics. Retrieved August 3, 2002, from http://members.iteachnet.org/webzine/article.php?story=20020414204052553.

Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.

 Handing in your paper:
- Submit a hard copy OR electronic copy of the assignment
- All documents sent electronically must be in MSWord.
- In some cases, electronic feedback will be given.
- Revised papers/projects: There are sufficient opportunities to get feedback on projects from peers and from instructors before handing it in. Therefore, once a project has been turned in, scored, and returned, please do not ask for additional opportunities to revise it.

VI. <u>Grading</u>

- Assignments will be discussed in class at which time more detailed rubrics will be provided. Rubrics will be based on the following descriptors.

1 point: Does not meet Standard * major flaws * inappropriate * unfocused * incomplete	2 points: Attempts Standard * unorganized * unconnected * inconsistent * minimal interpretations	3 points: Partially meets Standard * organized * minor flaws * minor inconsistencies * surface interpretations	4 points: Meets Standard * insightful * thorough * appropriate throughout * in-depth interpretations

- The scores on class requirements and participation will be averaged to create a final course grade.

Grade	Score
A +	100 points OR 4.0
A	94 – 99 points OR 3.75 > 3. 99
A-	88 – 93 points OR 3.5 > 3.75
B+	81 – 87 points OR 3.25 > 3.5
B	75 – 80 points OR 3.0 > 3.25
B- or below	Not an acceptable passing grade for FAST TRAIN requirements and does not meet licensure requirements or Level I award recommendation

***Incompletes in the course will be given only under unusual, extenuating circumstances.

VII. **Internet Resources**

- International Reading Association (IRA) http://www.reading.org

- National Council for Teachers of English (NCTE) http://ncte.org

- Teachers of English to Speakers of Other Languages (TESOL) http://tesol.org

- International Society for Technology in Education http://iste.org

- Virginia Department of Education Standards of Learning (SOLs) http://www.doe.virginia.gov/testing/index.shtml

- Reading Rockets www.readingrockets.com

- Reading Quest: Making Sense in Social Studies http://www.readingquest.org/home.html

- Star Fall: Where Children Have Fun Learning to Read (Pre-K through beginning of 2nd grade) http://www.starfall.com/

- VRA: Virginia Reading Assessment   www.vra.nesinc.com

- The BMENA Literacy Hub of Best Practices http://literacyhub.org/English/index.php

- The Writing Site http://thewritingsite.org/

- K-12 Literacy Leaders http://www.choiceliteracy.com/public/main.cfm

- Academy of American Poets http://poets.org/

VIII. College of Education and Human Development Statement of Expectations

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- 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 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.

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

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

Campus Resources

- 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 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/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Supplies for Course:

Course book(s) from bookstore

1 three-ringed binder with paper for notes (binder should be at least 2 inches thick)

VIII. Class Schedule

Session	Foci for Session	Assignments To Be Completed **Before** Each Session
June 27 (am)	• Overview of Course • Five components of reading: • Three tiers of literacy • Zone of proximal development & gradual release of responsibility • Leveled texts	• 3-6 Fountas and Pinnell: Erica's Day & Chapters 1, 2, & 14 See also: Fountas and Pinnell (white cover): Chapter 10
June 27 (pm)	Various Components of a Language Arts Block (Overview): • Read Aloud, Shared Reading, Guided Reading, Literature Circles & Independent Reading • Modeled Writing, Interactive Writing, Writing Workshop, Journals • Vocabulary Development, Word Study, Phonics, Phonemic Awareness, Spelling	• 3-6 Fountas and Pinnell: Chapters 3, 4, & 5 See also: • Fountas and Pinnell (white cover): Chapters 1 & 3
June 28 (am & pm)	Beginning Readers/Writer • Phonemic Awareness & Phonics • Guided Reading (applying meaning, syntactic & visual sources of information – self-monitoring) • Oral Fluency (plays, talks, poetry, songs) • Building on background knowledge to enhance comprehension and vocabulary • High Frequency Words and Word Walls • Beginning writing • Matching text to reader • Using children's literature to enhance inquiry & create transdisciplinary lessons	• 3-6 Fountas and Pinnell: Chapters 7, 9, 11 & 12 • 3-6 Fountas and Pinnell: Chapters 22, 25 & 26

June 29 (am & pm)	Transitional Readers • Reading Fluency (books, poetry, Readers Theatre) • Guided Reading (switching the focus to comprehension – continue self-monitoring) • Building vocabulary • Connecting new information with prior knowledge through cooperative learning groups • Writing Workshop • Matching text to reader • Using children's literature to enhance inquiry & create transdisciplinary lessons	• 3-6 Fountas and Pinnell: Chapters 15, 19, & 24
June 30 (am & pm)	Intermediate & Advanced Readers • Teaching comprehension through inquiry • Vocabulary development through word analysis • Ownership of reading & comprehension strategies • Literature Circles • Content Literacy • Matching text to reader • Using children's literature to enhance inquiry & create transdisciplinary lessons	• **Guided Reading Lesson Plan 1 due at beginning of class July 1** • 3-6 Fountas and Pinnell: Chapters 10, 16, 17, & 23
July 1 (am & pm)	• IB-PYP Introduction: Musical Journey Project • PYP as a model of transdisciplinary learning • Class time for groups to prepare presentations	

	• Group Presentations • Peer feedback on drafts of Literacy Action Plan	• **Group presentations to teach developmental spelling level and a comprehension strategy to the class**
July 5 (am & pm)	Introduction to Assessment Running Records • How to take them • How to score them How to use them to inform your instruction (Reading Levels & MSV) Linking Assessment to Instruction: Various types of reading assessments • Formative vs. summative assessments • Revisit tiers of literacy & strategy control • Organization of literacy block	• **Guided Reading Lesson Plan 2 due at beginning of class July 6** • 3-6 Fountas and Pinnell: Chapter 6, 27, & 28 see also: • Fountas and Pinnell (white cover): Chapters 5, 6,& 7
July 6 (am & pm)	• Differentiating Instruction • Strategies for working with Learning Disabled Students • Strategies for working with Gifted Students • Strategies for working with Second Language Learners • Professional resources that support differentiation in the classroom	**Literacy Action Plan due July 7** • 3-6 Fountas and Pinnell: "Special Features" at the end of each section
July 7 (am & pm)	• Review IB-PYP Planners • Create an integrated IB planner in class • Technology Integration • Class Evaluations • Reflections & pulling it all together	**Reading, Writing & Spelling Analysis Paper and Running Records due Nov. 15**

IX. <u>Teacher Anthology and PBA</u>

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is all three parts of your Field Experience Report. This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

X. <u>Integration of IB PYP</u>

Throughout this course facets of the International Baccalaureate Primary Years Program will be taught and implemented. An inquiry-based planner will be made with attention given in that planner to integrating Language Arts with other subjects as well as the IBO Learner Profile. In addition to the planner, attention will be given to inquiry based teaching in literacy as well as assessments that are both formative and summative in nature. For more information on the IB PYP program please refer to the following website: http://occ.ibo.org/ibis/occ/guest/home.cfm

XI. <u>Dispositions for a Career Educator</u>
The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as demonstrate professional performance in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:
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
                        -- Adopted by GSE - May 2004

Dispositions for Elementary Education
In addition, candidates for initial teaching licensure in elementary education are assessed on the following standards:
- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-base theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Meet all expectations for attendance
- Meet all expectations for professional behavior

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education
(Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)

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Site Selection Guidelines
International Field Experience Selection of Site/Teacher

In seeking a site for your international field experience placement you should provide the director/principal with the following guidelines:

FAST TRAIN provides the following criteria for consideration in placing FT students. (While not all schools/teachers meet all criteria, the more criteria met the more likely your field experience will be worthwhile)

- Experienced teacher holding credential that you aspire to hold (e.g. elementary, ESOL, special education)

- Excellence in teaching field as noted by director, colleagues and parents

- Experience in mentoring university students/other faculty

- Positive leader in the building

- Willingness to discuss teaching, learning and how to become a good teacher

- Willingness to let you work, under supervision, with small groups or individual students

- Willingness to model "best practices" in the field

Fieldwork Placement Form

Name: _____

Phone #:   _____

Home Address: _____

                                   _____

E-mail: _____

Program: Elem _____ ESOL _____
                                   Peace Corps /MAI Elementary_____
                                   Peace Corps /MAI ESOL_____

Semester: _____

I. Course Information

Course 1

Course Number   _____

Course Name   _____

Instructor   _____

Describe nature of   _____

assignment (child study, _____

classroom observation,   _____

sample lesson, etc.)   _____

                                   _____

                                   _____

Grade level / range   _____

Subject   _____

Hours required   _____

Course 2

Course Number   _____

Course Name   _____

Instructor   _____

Describe nature of   _____

assignment (child study, _____

classroom observation,   _____

sample lesson, etc.)   _____

                                   _____

                                   _____

Grade level / range   _____

Subject   _____

Hours required   _____

III. Current School Employees

If you are currently employed or have a field site arranged please send the following information:

School
Contact
Supervisor/Teacher

In addition, for those who are completing field experience during employment (for example teaching assistant), attach a signed letter from your principal or supervisor that indicates their understanding of the field experience requirements and their willingness to let you complete the field experience portion of your coursework while employed. Sample letter is below.

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<u>Permission to complete field experience assignments</u>

I understand and am willing to comply with the field experience assignments as required by George Mason University. I am willing to allow my employee

Name of student/teacher

to complete the required hours in my school.

Name:

School:

Position:

Contact information: Phone:_____ E-mail: _____

Date:

_____
Signature of Responsible School Personnel

Observation Record

To the Cooperating Teacher:

Please sign below to indicate that the student has observed in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject	School	Hours Observed	Teacher Signature

Student's Signature: _____

Date: _____

Field Experience Teacher Evaluation Feedback

Student Name: _____ **Student ID**: _____

Confirmed Placement Site: _____

Contact Person_____ Telephone: _____

E-Mail and Postal Address _____
_____
(above completed by student)   Supervising Teacher:

<u>TEACHER EVALUATION FORM</u>

Supervising Teacher's Name: _____

QUALITIES	Excellent	Above Average	Average	Below Average
Personal Qualities				
Dependable				
Punctual				
Professional Qualities				
Can create learning experiences that make subject matter meaningful				
Understands how students differ in their approaches to learning				
Uses a variety of instructional strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans instruction based on subject matter, students, community and curriculum goals				
Uses formal and informal assessment strategies				
Engages in critical reflection to improve teaching				
Fosters positive relationships with colleagues, students and families				
Demonstrates knowledge of child development				

Note: N/A may be used for qualities that have not yet been observed

Supervising Teacher's Additional Comments/Recommendations:

Student's Reflections (add attachment if needed):

Supervising Teacher's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Reading, Writing, Spelling Analysis
2011

Criteria	Target (5) met	Target(4) met	Acceptable (3) Met	Unacceptable (1-2) Not Met	Weighted Score
Complete **Introduction** of the student is included that includes a description of opportunities for viewing, listening and speaking. ACEI 2.1 Reading, Writing and Oral Language	Extended description includes how elementary children develop and learn to read, write, speak, view and listen effectively. The physical, environmental, and social characteristics are described.	Connections to development and learning in reading, writing, speaking, viewing and listening are described. Physical, environmental & social characteristics are described.	One or more of the characteristics about the child is missing.	Lacks a description of the child.	X .10 =
The **Reading Analysis** includes evidence of multiple assessments and cites references and appendices. ACIE 2.1 Reading, Writing and Oral Language	Reading analysis includes evidence of balanced instructional program, context and text that has meaning for students. Multiple references, assessments & appendices support the analysis in each area.	Reading analysis includes a satisfactory description of balance, context and text decisions for students. Assessments/appendices are fully referenced and incorporated in the text.	Limited description of balance, context and text is included. Appendices are included but not incorporated in the text.	Lacks references or appendices to support reading analysis.	X .05 =
The **Reading Analysis** includes evidence of child's level, fluency, strategy use and reading	Each area contains varied & multiple examples/forms of evidence.	Detailed description and evidence of strengths and needs in each area are included.	Description lacks detail or evidence in one or more areas.	Lacks a reading analysis.	X .10 =

comprehension. ACEI 4.0 Assessment					
The **Reading Instructional Plan** is developmentally appropriate and pedagogically sound. ACEI 2.1 Reading, Writing & Oral Language	Instructional plan addresses all strengths & weaknesses. Includes opportunities for speaking, viewing, listening and thinking	Instructional plan addresses a number of aforementioned strengths and needs. Addresses some areas that include speaking, viewing, listening and thinking.	Instructional plan fails to address child's specific reading needs.	Lacks a reading instructional plan specific to the child.	X .10 =
The **Writing Analysis** includes evidence of multiple assessments and cites references and appendices. ACEI 4.0 Assessment	Multiple references, assessments & appendices support the analysis in each area.	Assessments/appendices are fully referenced and incorporated in the text.	Appendices are included but not incorporated in the text.	Lacks references or appendices to support writing analysis.	X .05 =
The **Writing Analysis** includes evidence of child's level, strengths in form, function, and process. ACEI 1.0 Development, Learning and Motivation	Each area contains varied & multiple examples/forms of evidence. The plan considers physical, social, emotional, cognitive and linguistic developmental characteristics.	Some consideration is given to physical, social, emotional, cognitive and linguistic developmental characteristics. Detailed description and evidence of strengths and needs in each area are included.	Description lacks detail or evidence in one or more areas.	Lacks a writing analysis.	X .10 =
The **Writing Instructional Plan** is developmentally appropriate and pedagogically sound. ACEI 2.1 Reading, Writing & Oral Language	Instructional plan addresses learner strengths & weaknesses.	Instructional plan addresses a number of aforementioned strengths and needs.	Instructional plan fails to address child's specific writing needs.	Lacks a writing instructional plan specific to the child.	X .10 =
The **Spelling Analysis** includes evidence of multiple assessments and cites references	Multiple references, assessments & appendices	Assessments/appendices are fully referenced and incorporated in the text.	Appendices are included but not incorporated	Lacks references or appendices to support	X .05 =