

**George Mason University**  
**College of Education and Human Development**  
**Program: Elementary Education – Licensure –Yearlong Cohort**

**EDCI 555 A03: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I**  
**3 credits, Summer 2016**  
**M,T,W,R,F 8:30-3:15 May 22 – June 21**  
**West 1001 and Daniels Run Elementary School**

\*Course taught in conjunction with EDCI 545

**Faculty:**

Name: Dr. Lois Groth  
Office Hours: By appointment  
Office Location: 1801Thompson Hall  
Office phone: 703-993-2139  
Email address: [lgroth@gmu.edu](mailto:lgroth@gmu.edu) (response within 36 hours)

**Prerequisites/Corequisites**

Admission into Elementary Education graduate program; yearlong cohort course sequence.

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

**Course Overview**

This course examines balanced literacy instruction. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

**Course Delivery Method**

This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.

6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children’s literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

**Professional Standards**

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

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

*Standards: INTASC* (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Read Aloud Lesson; Guided Reading; Student Assessment
2. Learning Differences	Field, Read Aloud Lesson; Guided Reading; Student Assessment
3. Learning Environments	Field
4. Content Knowledge	Field; Children’s Literature; Interactive Read Aloud; Guided Reading; Book club
5. Application of Content	Field; Interactive Read Aloud; Guided Reading; Children’s Literature; Book club
6. Assessment	Field; Interactive Read Aloud; Guided Reading; Student Assessment
7. Planning	Field; Interactive Read Aloud; Guided Reading; Children’s Literature
8. Instructional Strategies	Field; Children’s Literature; Guided Reading; Interactive Read Aloud
9. Professional Learning and Ethical Practice	Field; Book club
10. Leadership and Collaboration	Field; Student Assessment; Guided Reading; Children’s Literature; Book club

*Standards: ISTE NETS* (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	Assignments
1. Learner Development	Field; Children’s Literature
2. Learning Differences	Field; Children’s Literature
3. Learning Environments	Field; Children’s Literature
4. Content Knowledge	Field; Children’s Literature

*Standards: IRA* ([http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html))

IRA	Assignments
-----	-------------

1. Foundational Knowledge	Field; Children’s Literature; Read Aloud Lesson; Book Club; Guided Reading
2. Instructional Strategies and Curriculum Materials	Field; Children’s Literature; Read Aloud Lesson; Guided Reading
3. Assessment, Diagnosis, Evaluation	Field; Read Aloud Lesson; Guided Reading; Student Assessment
4 Creating a Literate Environment	Field; Children’s Literature; Read Aloud Lesson; Book Club; Guided Reading

Standards: ACEI

<http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

ACEI	Assignments
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Student Assessment; Guided Reading
3.1 Integrating and applying knowledge for instruction	Children’s Literature; Read Aloud Lesson; Student Assessment; Guided Reading
4.0 Assessment	Read Aloud Lesson; Student Assessment; Guided Reading

### Required Texts

Johnston, P.H. *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Pinnell, G.S. & Fountas, I.C. (2011) *The continuum of literacy learning grades preK-8* Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson.

\*\*Additional selected readings will be posted on Blackboard.

### Related Texts: (excellent resources)

Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based programs* (3<sup>rd</sup> ed.). New York, NY: Allyn & Bacon.

Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> ed.) . New York, NY: Guilford.

Burkins, J. & Yaris, K. (2016). *Who’s doing the work?* Portland, ME: Stenhouse.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.

Cunningham, P.M., & Allington, R.L. (2010). *Classrooms that work: They can all read and write* (5<sup>th</sup> ed.). Boston, MA: Pearson.

Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let’s begin reading right* (6<sup>th</sup> edition). New York: Pearson.

Fountas, I.C. & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. NH: Heinemann.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5<sup>th</sup> ed.). New York, NY: Guilford.

## Course Performance Evaluation

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the Performance-Based Assessment for this class is the Strategic Read Aloud Lesson.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

Participation/Field Work	10%	<b>DUE throughout class</b>
**Children’s Literature	20%	<b>DUE 6/6/17 Tuesday</b>
**Strategic Read Aloud Lesson (PBA)	20%	<b>DUE 6/11/17 Sunday</b>
**Student Assessment	20%	<b>DUE 6/17/17 Saturday</b>
**Guided Reading	20%	<b>DUE 6/20/17 Tuesday</b>
Book Club	10%	<b>DUE 6/1; 6/8; 6/15</b>
**Shared assignment with EDCI 545 Differentiation and Assessment		

## Assignments and/or Examinations:

### 1. Participation and Fieldwork (10%)

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. This is particularly important given our work with a school partner.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

## Evaluation

Participation and fieldwork will be self assessed based on readiness and contributions. (10%)

## 2. Children’s Literature Study (20%)

**DUE: June 6**

Students will begin a resource file of children’s literature including annotations and discussion questions for three texts. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), close reading questions (Shanahan – What did the text say? How did the text work? What did the text mean?), discussion questions [What are you thinking? Imagine, feel, believe, wonder, want, like, need, know questions (see Johnston page 76) and Bloom’s Taxonomy]. Additional information will be provided in class.

Outcomes: 1, 4, 8, 10, 11

### **Evaluation**

Children’s literature study will be evaluated for completion, accuracy, and depth of discussion questions as well as coherence of writing and mechanics. (20%)

## 3. Strategic Read Aloud Lesson PBA (20%) (Edthena)

**DUE: June 11**

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to Edthena. After conducting the read aloud you will reflect on the lesson in Edthena. *I will explain and model a strategic read aloud in class.*

Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

### **Evaluation**

EDCI 555 Read Aloud Rubric

	<b>1 Does Not Meet Standard</b>	<b>2 Approaches Standard</b>	<b>3 Meets Standard</b>	<b>4 Exceeds Standard</b>
<b>Lesson Plan</b>  InTASC Standards: 1, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not turn in a lesson plan for their read aloud	Candidate writes a lesson plan that demonstrates understanding of a read aloud but it lacks accuracy, clarity, or specificity	Candidate writes a lesson plan that shows understanding of a read aloud and uses the lesson plan in their instruction	Candidate writes a lesson plan that demonstrates exceptional understanding of a read aloud
<b>Comprehension Strategy Instruction</b>  InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not instruct students on a given comprehension strategy	Candidate attempts to explain to students a comprehension strategy but the explanation lacks accuracy, clarity, or specificity	Candidate explicitly explains to students what the identified comprehension strategy is	Candidate explicitly explains to students what the identified comprehension strategy is and explains why it is important
<b>Modeling Strategy</b>  InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not use a think aloud to model the comprehension strategy	Candidate attempts to model the comprehension strategy using a think aloud but it lacks accuracy, clarity, or specificity	Candidate models the comprehension strategy using a think aloud during the lesson	Candidate models the comprehension strategy using a think aloud and checks for understanding

<b>Edthena Reflection</b> InTASC Standards: 1, 5, 7, 8 ACEI Standards: 1.0, 2.1, 5.1	Candidate does not attempt to make comments on their Edthena video	Candidate comments on their lesson but the comments lack thoughtful, informed reflection	Candidate comments on their lesson by making thoughtful, informed reflections	Candidate comments on their lesson by making thoughtful, informed reflections that exceptionally integrate knowledge from class  Final Score ____/16
--	--	--	---	--

**4. Student Assessment**

**Due June 17**

Students will hold reading conferences with the members of a guided reading group in the fieldwork classroom. The purpose of these conferences will be assessment and one-on-one instruction. You will present a reflection that summarizes what you did; what you learned about the reader; what you learned about conferring. Additional information will be provided in class. Outcomes: 1, 2, 3, 4, 8, 9, 10, 11, 12

**Evaluation**

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate rationale provided; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. (20%)

**5. Guided Reading (Edthena)**

**Due June 20**

Students will plan and implement a guided reading lesson and videotape it. Edthena clips and reflections on before, during, and after reading instructional strategies will be prepared. Additional information will be provided in class. Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

**Evaluation**

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class. Written plans account for one quarter of the grade. Post implementation critical reflections account for the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

**6. Book club**

**Due June 1, 8, 15**

Students will participate in a book club to discuss course readings. This assignment will require meetings during class. Outcomes: 1, 2, 9, 10, 11, 12

**Evaluation**

Book club comments will be evaluated for depth of reflection and inclusion of new understanding about the text/course content. (10%)

**Other Requirements**

**Participation**

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will be assigned a classroom at a PDS site.

### Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%
B = 80-86%	C+ = 77-79%	C = 70-76
F = below 70%		

### Professional Dispositions

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

### Blackboard Requirements

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

### Course Schedule

### Assignments Due

Course Schedule	Assignments Due
Mon 5/22 8:30-3:00 Literacy & Differentiation Class at Mason Teacher Talk	* article Kohn (2001) <i>Five Reasons To Stop Saying, "Good Job."</i> * <i>Teacher Language: The Three R's</i> Morning Message (Wasik, 2011)
Tues 5/23 8:30-3:00 Literacy Class at Mason Theory of Assistance Interactive Read Aloud – <i>One Duck Stuck</i> Reading K-W-L (Think We KNOW – WONDERING – CURRENT THINKING) Reading Development Cueing System and Strategies Cambourne's Model Lunch 12:00-12:30 Reading Processes Self-determined Learners (sort) Course Framework	Early Literacy Research (Reutzel, 2015) NELP Report (2009) pp 2-4 Pinnell & Fountas pp. 370-379
Wed 5/24 9:30-3 <i>Field work at DRES</i> School tour – Principal, Adam Erbrecht ESL Presentation – Jill Wheeler	

Differentiated Literacy Instruction for ELL's

Interactive Read Aloud demonstration\*\*

\*\*Differentiation class afternoon

---

Thurs 5/25

8:30-3

Literacy Class at Mason  
5 Pillars and Balanced Literacy  
CAP  
Phonemic Awareness  
Phonics  
Alphabetic Principle

Lunch 12:00-12:30

Read Aloud  
Independent Reading

Zarillo chs. 1-5; 11 & 12

Questions & Answers: Phonics (Brabham, 2003)

Phonemic Awareness (Yopp, 1992)

Interactive Read Alouds: A Review of  
Recent Research (Lennox, 2013)

Facilitating Engagement by Differentiating  
Independent Reading (Kelley, 2009)  
[in the engagement folder]

Pinnell & Fountas 14-19

---

Fri 5/26

9:30-1:00

*Field work at DRES*

Tour upper grade classrooms

Time in field placement

Interactive Read Aloud demonstration\*\*

---

Tues 5/30

9:00-3:00

Literacy Class at DRES  
Choosing Literature  
Evaluating Nonfiction

Lunch 12:00-12:30

Close Reading  
Text leveling

Interactive Read Alouds for English

Language Learners (Giroir, 2015)

Choose 2 from Read Aloud folder

Close Reading Questions

Close Reading Fastback

Zarillo ch. 10

---

Wed 5/31

9:00-11:45

*Field work at DRES*

---

Thurs 6/1

9:00-3:00

Literacy & Differentiation Class at Mason  
Shared Reading

Guided Reading

**Book club: Johnston chapter 1-3**

Pinnell & Fountas pp 49-53

14 Ways to Use Shared Reading

Choose: Fisher, Frey & Lapp 2008 OR

Kesler, 2010 OR Baker, 2013

Pinnell & Fountas pp 239-250

Guided Reading: The Romance and the  
Reality (Fountas & Pinnell, 2013)

---

Fri 6/2

9:00-3:00

*Field work at Daniels Run*

Modified Guided Reading: Gateway to



Mon 6/5  
9:00-11:45 *Field work at Daniels Run*

---

Tues 6/6  
9:00-3:00  
Class at Mason  
Assessment  
Conferences  
Running Records

***Children's Lit DUE***  
Fountas & Pinnell, 2001  
Risko & Walker-Dalhouse, 2010  
Roskos & Neuman, 2012  
Clay, 1993 [Running record folder]  
Making the Most of Reading Conferences  
(reading conferences folder)

---

Wed 6/7  
9:00-11:45 *Field work at Daniels Run*

---

Thurs 6/8  
Literacy & Differentiation Class at Mason  
Comprehension  
Fluency  
Motivation

**Book club: Johnston chapter 4-6**  
McLaughlin, 2012 and Zarillo ch. 8  
Zarillo ch 6 and 1 choice article  
ACCESS article and 1 choice article

---

Fri 6/9  
9:00-3:00 *Field work at Daniels Run*

---

***Read aloud DUE Sunday 6/11***

---

Mon 6/12  
9:00-11:45 *Field work at Daniels Run*

---

Tues 6/13  
9:00-3:00  
Class at Mason  
Independent Reading  
Vocabulary  
Literature Discussion

Facilitating Engagement by Differentiating  
Independent Reading (Kelley, 2009)  
(engagement folder)  
Flood, Fast, Furious article (vocab folder)  
Zarillo ch. 9

---

Wed 6/14  
9:00-11:45 *Field work at Daniels Run*

---

Thurs 6/15  
Literacy & Differentiation Class at Mason

**Book club: Johnston chapter 7-9**

---

9:00-3:00

---

Fri 6/16  
9:00-3:00

*Field work at Daniels Run*

***Student Assessment DUE Sat 6/17***

---

Tues 6/20  
9:00-3:00

Class at Mason  
Reading Workshop Environment  
Focus Lessons  
Diverse Learners

***Guided Reading DUE***

Literacy Bb Instructional Formats folder  
Big Ideas Behind Daily 5 and CAFÉ  
(Boushey, 2012)  
Principles of the Language Arts Workshop  
(Frey & Fisher)  
Planning Effective Minilessons and  
Conferences (Fountas & Pinnell, 2001)  
(reading conferences folder)  
Zarillo, ch 15

---

Wed 6/21  
9:00-10:30

Class at Mason  
Putting it all together  
Course Review

**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://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.



College of Education and Human Development  
 Accreditation and Program Improvement  
 4400 University Dr MS 6C13, Fairfax, VA 22030  
 Phone: (703) 993-5290  
 Fax: (703) 993-5701

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

### **Memo:**

**To:** all CEHD students seeking student teaching internships in spring 2018 and forward

**From:** Jeff Davis, Director of Educator Preparation, CEHD

**Re:** Internship application requirements

**Date:** May 1, 2017

**Students** – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or**

## missing/incorrect CPR/AED/First Aid certifications.

### Student Clinical Practice: Internship Application Requirements

#### TESTING

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum of six weeks** for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15<sup>th</sup> is **August 1<sup>st</sup>.**

#### Required tests:

- 1 Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- 2 VCLA
- 3 RVE (specific programs only...see link below)
- 4 ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 5 Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

#### ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### CPR/AED/First Aid – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the

board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

### **BACKGROUND CHECKS/FINGERPRINTING**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

### **PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

### **APPLICATION**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

### **DEADLINES**

#### **Spring 2018 internship application deadline:**

- \* Traditional Internship: *September 15, 2017*
- \* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at [internsh@gmu.edu](mailto:internsh@gmu.edu) Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.