George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 422 (002)
522 (Section 002)
Foundations of Secondary Education
3 Credits, Fall 2017
Wednesday, 7:20 pm - 10:00 pm, Aug 28, 2017 - Dec 20, 2017
Thompson Hall 1020

Faculty
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Prerequisites/Corequisites

- Course requirements: None

- Please note **Appendix L:** *Student Clinical Practice: Internship Application Requirements/ Testing*

University Catalog Course Description
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview
"Foundations of Secondary Education" (EDUC 422/522) offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings. *Note: This course requires you to complete 15 hours of field experience (10 hours in the classroom and 5 hours of community mapping). With assistance from the Clinical Practice Office, we will identify a classroom where you can complete this experience.*

Course Delivery Method
For twelve sessions our class will meet face-to-face on the Fairfax campus (Thompson Hall 1020) and for three sessions via asynchronous means (Blackboard and/or other technologies).

CEHD Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these

principles. This course supports these values by providing students with learning experiences that necessitate collaboration; providing students opportunities to reflect on their teaching and leadership roles in classroom and school contexts; calling on students to develop and participate in innovative research-based practice; and requiring students to reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below. See http://cehd.gmu.edu/values/ for more information.

Upon completing this course, students will:
- acknowledge and evaluate the varied, competing, and changing purposes of American public education (Social Justice);
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues (Research-Based Practice INTASC standards 1, 2);
- recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration)
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (Social Justice, Innovation);
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (Social Justice, Collaboration);
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (Research-Based Practice)
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences (Collaboration);
- state their own philosophical positions in regard to the following questions:
    - What is the nature of one subject matter area you wish to teach?
    - What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
    - What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
    - What approaches to classroom management do you prefer?

Professional Standards *(INTASC),*
Upon completion of this course, students will have met the following professional standards:

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities,

perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the

teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required/Recommended Texts

Cushman, K. and the Students of What Kids Can Do. (2013). *The motivation equation: Designing lessons that set kids minds on fire.* The Next Generation Press. Available on BB.

Gorski, P. & Zenkov, K. (Eds). (2014). *The big lies of school reform: Finding better solutions for the future of public education.* New York: Routledge.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management* (2nd ed). Fairfax, CA: Conscious teaching.

Articles TBD: Additional readings will be available on-line (via BB and other technology means).

Course Performance Evaluation
Tk20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Lesson Plan 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.

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

General
All formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course.

Assignment #1: Topical Presentation (60 points total)
At the beginning of the semester you will divided into groups for the purposes of developing a "Community Mapping" project, **See Appendix A for an outline of this project**. Each group will be assigned to develop a community map of one of our partner schools: Lake Braddock, Robinson, TC William, Mt. Vernon, or Chantilly. The community mapping project will include three assignments and a final product to be part of a gallery exhibit at our final class. The three assignments required during the course will be due:

PROJECT TASKS:
Step 1: Explore the community and demographics (due…) *10 points., Sept. 27*
Tasks should be divided among group members but presented as a whole posted on BB.

Local Community Map: (5 points) Student name_____
Gather and input the following information on Tour Builder (https://tourbuilder.withgoogle.com) or Google Maps (https://www.google.com/maps/)
1. Map the neighborhoods students in the school live in
2. Map retail centers, grocery stores, restaurants, fast food, liquor stores, etc. (within 1-2 miles of the school)
3. Map libraries, community centers, neighborhood resource centers, religious institutions, homeless centers, local non-profit organizations supporting the community
4. Map city/county/state/federal parks, natural preserves, historic sites and/or plaques, other physical recreational areas for youth (i.e. pools, skate parks)
5. What is the average price of a home in the surrounding neighborhoods?
6. What do you notice about the traffic patterns?
7. What else do you want to learn about the community

School Demographics: (5 points) Student name_____
1. What are the school's racial or ethnic demographics?
2. What are students' socioeconomics statuses? (hint: look at the percentage of students who receive free or reduced lunch?
3. What percentage of students are English Learners?
4. What percentage of students has an IEP?

5. What percentage of students are in Honors, IB, and/or AP courses?
6. What are the demographics of the teachers of the school? (i.e. years teaching at the school, race or ethnic group, gender)
7. What other demographic information do you think is relevant?

Step 2: Five hours community exploration *(due...)* ***20 points, October 11***
The goal of the this tasks is to further explore the school community. ==*Everyone*== *is to participate. Findings are to be summarize and posted on BB*.
   1. From your community map, consider places you might explore that will provide you a greater understanding of the community.
        a. Develop a site lists of locations
        b. Consider issues of equity and diversity
   2. Thinking about each site you intend to visit, write a list of questions you might ask people at these sites to better understand how they define their community. Are there communities within the greater location?
   3. Write questions that will help you identify assets.
   4. Be sure to capture images that you can use to illustrate what you find.
Product:
   1. Provide a map of the locations you explored.
   2. Provide a list of the questions you asked.
   3. Described locations and the role they might play in your students' life.
        a. Report on community places where students may frequent outside of school including community centers, parks, churches etc…
   4. Report on whether there are different community hubs within the school district
        a. Consider what these community places might say about the makeup of the school district.
   5. Provide a 1-2-page summary of your findings.

Step 3: The SO WHAT! 20 points, November 8
Classroom Environment Considerations/Pedagogy
At this stage look at your data. You should understand the following:
   - **Patterns of the community**: physical spaces, low income housing options, industrial areas
   - **Demographics.**
   - **History.** Any history of significance to the community and school
   - **Community culture:** Both formal and informal. Do you have a sense of the spoken and unspoken rules and traditions of the community?
   - **Existing groups.** Different community groups and organizations i.e faith, sports teams and clubs.
   - **Existing institutions**. Colleges, libraries, religious institutions, open land, parks
   - **Economics.** Where do people work, what kind of economic base is in the community.
   - **Government/Politics.** Government structure. Small town, city. Districting.
   - **Social structure.** The merging of relationships, politics, economics – perceptions. symbols of status
   - **Attitudes and values**. What does the community care about, areas of discrimination? Unity?
As a group discuss areas that you believe may impact the school climate? Student success.

Goals of **tasks three**: Explore ways that you might address these concerns in your classroom. Consider perhaps, how to apply some of the theories and pedagogies we've discussed in class. How might you increase your students' awareness of the dynamics of their community.

1. Create a classroom environment that is receptive to your community (culturally relevant). This should be presented as an image. Details matter. Notate three- five specific decisions you would make about your classroom design that take into consideration what you know about the community.
2. Describe how your instruction in the classroom would attend to the community needs (pedagogy). Give two-three examples.

Final class requirement: *Final Product – mini-lesson* **15 points, Dec. 6 and Dec. 13**

1. Develop a mini-lesson that would attend to the diversity of your community and raise students' understanding of their own community. You will teach the class this mini-lesson on Wednesday. Maximum:15 minutes

Each time you present information on your community, you are to provide a prompt(s) to course-mates to facilitate discussion, and monitor responses. Once prompts are posted, course-mates will typically have two-three days to post their responses. Each class member (other than group members) must post one original thread (approximately 150-300 words) and **respond to two others** (approximately 50-150 words). **EDUC 422: must respond to one thread.** Each group member should be an obvious presence online although there are no specific requirements for numbers of comments posted. As you organize the information to present, consider what prospective teachers need to know about your community. Seek to make the content relevant and the prompts engaging. **Assessment from these group activities will come from the group presentation, effective monitoring of the Discussion Board, completion of the self/group assessment, and participation in other group discussions.**

Assignment #2: Classroom Management Paper (60 points). September 20.
As a precursor to the teaching philosophy paper, the goal of this paper is to discuss your current philosophy of classroom management and the ideas that you have to manage your current and/or future classroom. It should include the following components: (1) philosophy overview (2) Classroom expectations/rules (3) Classroom procedures (4) Rewards / Positive Reinforcement (5) Possible resources and assistance with challenging behaviors. The paper will be 4 – 8 pages double spaced (**see Appendix B for the rubric). EDUC 422: complete components: 1-3 only.**

Assignment #3: A Philosophy of Teaching Paper (100 points). October 18
In five to seven double-spaced pages, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class and outside research you have conducted **EDUC 422 students will address a minimum of three of the guiding questions**. In addition, seek relevant outside sources for additional information and guidance. And finally, examine the standards of an effective teacher from INTASC (found on page two of your syllabus) as well as standards of learning for your content area (both state and national) to help guide you in the development of your teaching philosophy. You will be assessed on the aforementioned criteria in addition to the general writing rubric components from the reflection papers. **See Appendix C** for writing rubric. PLEASE REMEMBER THAT THIS ASSIGNMENT IS YOUR "PBA" FOR THIS COURSE. AS SUCH, YOU MUST SUBMIT IT 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.

National Content Organizations Websites

Mathematics: National Council for Teachers of Mathematics (www.nctm.org) **Science: National Science Teachers Association** (www.nsta.org)
English: National Council for Teachers of English (www.ncte.org)
Social Studies/History: National Council for the Social Studies (www.socialstudies.org)

__Philosophy of Teaching Guiding Questions__
- What is the purpose of schooling?
- What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What approaches to classroom management do you prefer?
- What learning theories do you most strongly identify with and why?
- What are your objectives as a teacher?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions, you can add your own inquiries—be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of three between those listed above and those you identify—may also be illustrated with examples from your fieldwork, including from your work with particular students if applicable.

Assignment #4: Current Education Issue Handout and Presentation (30 points). October 25 or November 1

Teaching is a social and performance-based job where you need to be well informed about the major trends and movements in the education field. You will be paired with a peer and assigned a current educational issue from below. You must research the topic to facilitate a 10-minute discussion in pairs (20 minutes max presentation). Please also prepare at least two questions for class discussion (5 minutes). Please also prepare a one-page handout (front and back) including a bibliography to be handed out to teach the class. You may choose your own topic, but it **must be approved by the professor.**

Topic choices included but are not limited to:

-Response to Intervention (RTI)
-Parent-Teacher Conferences
-College and Career Readiness
-Achievement Gap
-Arts Integration

-Technology in the classroom – select a specific focus
-Positive Behavioral Interventions & Supports (PBIS)
-Charter schools and vouchers
-Every Student Succeeds Act
-Common Core
-Cooperative Learning Approaches
-Co-teaching Models
-International Baccalaureate (IB) program
-Richard Marzano, Instructional strategies and student achievement expert
-Carol Ann Tomlinson, differentiated instruction expert
-Linda Darling-Hammond, teacher evaluations expert
-Howard Gardner, developed Multiple Intelligences

Assignment #5: Field Experience Report including "Critical Incidents Reflections and Images" (CIRIs) (75 points), November 29

The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. For this portion of the class you will engage in a 10-hour field experience. The remaining five hours will be completed as part of your community mapping project.

Your cooperating teacher will also complete a log indicating dates, times, subject area, grade levels (see **Appendix D**). Each day you are in your fieldwork site (with or without your partner), you will record field notes of what you have observed, practices you appreciate, and questions you've considered as a result of your observations. Three of the most significant instances or episodes will be logged as **"Critical Incidents Reflections and Images"** (CIRI) (see **Appendix E**). Follow the specific guidelines for these incidents as you record them and even be ready to analyze the data you gather and discuss in class. As a part of each CIRI you should include a related artifact and/or image, which may be a picture/drawing of the incident, or an artifact that helps illustrate the episode (e.g. document handed out to students). At the end of your field experience, you will use your journal and these CIRI forms to prepare a "Field Experience Report". **Appendix F-I provide forms and suggested guidelines for your field experience.**

In this paper (a maximum of **seven double-spaced pages**), you will analyze and compare field notes in order to develop a paper that synthesizes your experiences. Although this paper is written individually, it is expected that your collaboration and debriefing with your partner will influence your paper as written. Specifically, your paper will essentially be an analysis of your "critical incidents" and discussion of how curricula, instructional methods, and learning culture influenced student success in the setting(s) you observed. This report should also include images, examples, and evidence from your field experience to illustrate the conclusions you draw.

Assignment #6: Class participation with learning experiences and discussions (20 points)

Due to the importance of classroom discussions to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 25 points of your course grade **(Appendix J).**

If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing **more than one class** should see the instructor to discuss dropping the class.

Course Performance Evaluation Weighting
Community School Online Group Work and Participation ....40 points
Classroom Management Paper………………………………………………………………60 points
Teaching Philosophy Paper..100 points
Current Educational Issues………….………………………………………………..30 points
CIRIs and Field Experience Report..75 points
Community Map final presentation…………...……………………………………...15 points
Classroom participation and activities…………..…………………………………………..20 points
Total = 350 points

Grading Policies
95-100% (332.5-350 Points) A
90 - 94% (313.5-332 Points) A-
88 – 89% (306.5-313 Points) B+
84-87% (292.5-306 Points) B
80-83% (279-292) B-
78 – 79% (271.5-278.5) C+
74-77% (258.5 – 271) C
Below 74% (below points) Not passing

Resources
National Reports and Test Reporting Centers
- A Nation at Risk: http://www.ed.gov/pubs/NatAtRisk/risk.html
- The Nation's Report Card/National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics: http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): http://www.timss.org/
- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): http://www.bestevidence.org/index.htm

Virginia State Standards
- Virginia Department of Education: http://www.pen.k12.va.us/
- State of Virginia, SOL Resources: http://www.pen.k12.va.us/VDOE/Instruction/sol.html
- State of Virginia Standards of Learning Test Information: http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml

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

Class Schedule

Details	Topics and Guiding Questions	Assignment(s)	Reading(s)
Class #1 Wednesday, August 30	**Foundation of school** Course Introduction		• Wheatley, Willing to Be Disturbed (Read in Class)
Class #2 Weds., September 6	**Foundation of school: Purposes of school & Teacher Identity** Guiding question(s): What are our students' relationships to school? What are the purposes of school? Who are we as educators?		• Conscious Cl Mgt 1-5 • Greene, M., Teaching as possibility: A light in dark times • Peterson, M., The purpose of schools
Class #3 Wed., September 13	**Foundation of Classroom Management: Proactive Approaches** Guiding question(s): What are the ways to run an effective classroom management classroom? What rules and procedures do you have?		• Conscious Cl Mgt 6-11 • *Motivation,* Ch. 1-2 •
Class #4 Weds., September 20	**Foundation of Classroom Management: Interventions and Supporting Challenging Learners** Guiding question(s): What are the ways to support challenging learners? What are resources that a teacher can seek out?	• **Classroom Management paper submitted by 11:59 pm**	• Conscious Cl Mgt 13-15 & 17 • Greene, R., Frequent Flyers
Class #5 Wed., September 27	**Virtual Engagement**: Group one presentation delivered via Mymason/Blackboard	**Virtual engagement posting and responses**	Post presentation on Friday by noon and respond to posts by 11:59 pm on Sunday
Class #6 Weds., October 4	**Foundation of school: Poverty and class** Guiding question(s): Who are our students? How will we build a classroom community that honors our students' cultures and lives? How will we manage our teaching and students' learning? How do we organize our schools and classrooms to best serve our students and our profession?		• *Big lies*, Ch. 1 & 2 • *Haberman "Pedagogy of poverty"*
Class #7 Wednesday, October 11	**Virtual Engagement**: Group two presentation delivered via Mymason/Blackboard	• **Virtual engagement posting and**	Post presentation on Friday by noon and respond

		responses	to posts by 11:59 pm on Sunday
Class #8 Wednesday, October 18	**Foundation of school: Diversity in our classrooms** Guiding question(s): How do we teach and organize our classes to best honor all of our students? What are the assumptions our teaching practices and education policies make about our students and their communities? How do we support diverse learners?	• **Education Philosophy paper (submit to Tk 20 through Blackboard)**	• Ladson-Billings, G., Culturally relevant pedagogy • Paris, D., Culturally sustaining pedagogy • Ladson-Billings, G., Culturally Relevant Pedagogy 2.0: a.k.a. the Remix.
Class #9 Wednesday, October 25	**Foundation of school: Tracking & Differentiating Instruction** Guiding question(s): What are the assumptions our teaching practices and education policies make about school organization? Why and how do you differentiate instruction?	• **Current Educational Issue presentation (1/2 of class presentations this week)**	• *Big lies*, Ch. 9 • *Motivation,* Ch. 3-4 • Tomlinson *"Goals of Differentiation"*
Class #10 Wednesday, November 1	**Foundation of school: Discussion Methods** Guiding question(s): What are the most important skills our students need to be empowered citizens, 21st century learners and productive members of society?	• **Current Educational Issue presentation (1/2 of class presentations this week)**	• Slavin, R. (2014), Cooperative Learning • *Motivation*, Ch. 5 •
Class # 11 Wednesday November 8	**Virtual Engagement**: Group three presentation delivered via Mymason/Blackboard	• **Virtual engagement posting and responses**	Post presentation on Friday by noon and respond to posts by 11:59 pm on Sunday

Class #10 Wednesday, November 15	**Foundation of school: Assessment** Foundation of teaching: Formative and summative assessments Guiding question(s): What is the best evidence of our students' learning?	• **Bring in one CIRI to class**	• *Big lies*, Ch. 6 • *Motivation*, Ch. 6-8 • *McTighe, J. & O'Connor, K., (2005), Effective Learning*
Wednesday, November 22	**Thanksgiving break** NO SCHOOL		
Class #11 Wednesday November 29	**Foundation of school: Teacher education, teacher** development, and the teaching profession Guiding question(s): What is the best evidence of your success as teacher? How will you best be sustained to remain in the teaching profession?	• **CIRI/ Field Experience documentation /paper**	• *Big lies*, Ch. 7-8 • *Motivation*, Ch. 7 • Mader, First year teacher challenges
Class #12 Wednesday, December 6	**Foundation of school: School reform and federal policies** Field Experience Review Course "take-aways" Guiding question(s): Who are you now as a teacher? What roles will you and your students play in considering, contributing to, and challenging education policies? How will you engage with your "publics" to best serve your students, yourself, and your schools' constituents?	**Tasks 3: Group Mini-lessons**	TBA
Class #13 Wednesday, December 13	**Final class**	**Tasks 3: Group Mini-lessons**	

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://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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/.

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

Appendix A

Online group work and response threads (60 points)
For the "Community Mapping" project you must spend a minimum of five of your required fifteen fieldwork hours in community contexts around your fieldwork school. The rationale behind this project is that all communities have assets and resources that students bring into the schools, are part of the schools, and can assist the school's stakeholders (teachers, students, parents). You will collect information from the communities around your fieldwork school and provide online presentations to your classmates. The intent of this assignment is for you to find community resources that might aid you in your teaching as well as assist your students and your students' families in the future. Groups are tasked with developing response prompts meant to challenge community perceptions and expand understandings of community contexts. The overall goal of this project is to: Gain a respect for and a knowledge of the people and resources in the community surrounding your school.

Self/group Assessment Rubrics

Appendix B
Classroom Management Paper (75 points)

: (1) philosophy overview (2) Classroom expectations/rules (3) Classroom procedures (4) Rewards / Positive Reinforcement (5) Possible resources and assistance with challenging behaviors.
EDUC 422: Assessed rubrics with *

	Excellent = 9-10 pts. each	**Pass = 8 pts. each**	**Inadequate = 7 pts. or below**
* Personal theory	This section is stated with clear, concise personal beliefs and theories about classroom management	Personal theory of Classroom Management is somewhat evident by brief descriptions included in this assignment	Aspiring teacher does not have a Personal Theory of Classroom Management
* Classroom Environment	This section includes two to three examples of evidence that the teacher understands importance of providing a safe environment for learning	Teacher includes one example of evidence that there is understanding of the importance of providing a safe learning environment	Evidence that the teacher does not understand the importance of a safe environment for learning.
* Rules, Routines, Procedures	Teacher provides effective evidence that is well planned	Managing time during the instructional duty day is somewhat well-planned and consistent.	Planning or consistent rules and routines as well as time

	and consistence with the instructional day.		management is not evident
*Instructional Strategies	There is evidence of clear understanding of instructional strategies that contribute to classroom management.	Understanding of instructional strategies is somewhat disconnected and unclear.	Understanding of instructional strategies that contribute to classroom management are unclear and non-existent.
Behavior Management	This section includes ample evidence of incentives, consequences, and documentation for both students and parents	Teacher has provided limited samples of evidence that she/he understands behavior management styles/disciplines.	There is no evidence of behavior management styles/strategies.
Relationships	This section describes in detail the student to student relationships and teacher to student relationships.	This section describes the student to student relationships and teacher to student relationships.	This section describes limited the student to student relationships and teacher to student relationships.
*Reflection	It is clear that the teacher is capable of reflective thinking to evaluate classroom management.	Teacher reflection is not complete enough to evaluate classroom management.	Reflective thinking is not effective for evaluation of classroom management.
APA (5 points)	Conforms to APA 6th edition in all citations and references (4.5-5 points)	--Conforms to APA 6th edition in citations and references with no more than three errors	--Does not conform to APA 6th edition in citations or references

_____ / 75 points

Appendix C (100 points)

Teaching Philosophy Assignment					
Criteria/ Rubric Score	Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard	Points
Higher-Order Thinking/	--Assertions and arguments are logical	--Assertions and arguments are mostly	--Assertions and arguments are	--Assertions and arguments are illogical	

Ideas	and presented with relevant supporting evidence --Paper presents well-developed analysis and synthesis of ideas (3.76-5.0 points)	logical and presented with some relevant supporting evidence --Paper presents some effective analysis and synthesis of ideas (2.51-3.75 points)	sometimes illogical but presented with some relevant supporting evidence --Paper presents little effective analysis and synthesis of ideas (1.26-2.50 points)	and presented with little or no relevant supporting evidence --Paper presents no effective analysis and synthesis of ideas (0-1.25 points)	/5
Mechanics and Composition	--Use of correct grammar, punctuation and spelling --Sentences are clear, complete and vary appropriately in length and complexity --Words and phrases are effective in conveying ideas and vary enough to become compelling to the reader --Sources referenced and formatted appropriately (3.76-5.0 points)	--Paper contains fewer than four grammar, punctuation and/or spelling errors --Sentences are mostly clear, complete and appropriately varied in length and complexity --Words and phrases are appropriate in conveying ideas and vary somewhat to become compelling to the reader --Sources largely referenced and formatted appropriately with only minor errors (2.51-3.75 points)	--Paper contains more than four grammar, punctuation and/or spelling errors --Sentences are somewhat clear, complete but vary little appropriately in length and complexity --Words and phrases are somewhat appropriate in conveying ideas but do not vary enough to become compelling to the reader --Several formatting errors are noted (1.26-2.50 points)	--Significant grammar, punctuation and/or spelling errors detract from the ability to read the paper --Sentences are largely unclear and do not vary appropriately in length or complexity --Words and phrases are ineffective in conveying ideas and are not varied enough to become compelling to the reader --Sources are not referenced appropriately (0-1.25 points)	/5
Effective and Appropriate Sources	--Examples and ideas are referenced appropriately in terms of connection with concepts as presented --Sources are varied in order to present cohesive and comprehensive information (3.76-5.0 points)	--Examples and ideas are most often referenced appropriately in terms of connection with concepts as presented --Sources are adequately varied in order to present cohesive and comprehensive information (2.51-3.75 points)	--Examples and ideas are rarely referenced appropriately in terms of connection with concepts as presented --Sources are only somewhat varied in order to present cohesive and comprehensive information (1.26-2.50 points)	--Examples and ideas are not referenced appropriately in terms of connection with concepts as presented --Sources are not varied in order to present cohesive and comprehensive information (0-1.25 points)	/5
APA Formatting	--Conforms to APA 6th edition in all citations and references (3.76-5.0 points)	--Conforms to APA 6th edition in citations and references with no more than two errors (2.51-3.75 points)	--Conforms to APA 6th edition in some citations and references, but contains more than three significant errors (1.26-2.50 points)	--Does not conform to APA 6th edition in citations or references (0-1.25 points)	/10
Total /20 pts x 5 = _____ / 100 pts					/20

Appendix D
Current Education Issue Presentation/Handout

	(5 points)	**(3 points)**	**(1 point)**
Content **(5 pts x 2)**	The content of the presentation/handout is relevant and appropriate to the topic.	The content of the presentation/handout is mostly relevant and appropriate to the topic.	The content of the presentation/handout is somewhat relevant and appropriate to the topic.
Handout **(5 pts)**	The handout is informative, concise (one page front and back or less).	The handout is somewhat informative, concise (one page front and back or less).	The handout is somewhat informative, concise (one page front and back or less).
APA Citations **(5 pts)**	Includes at least three citations in correct APA format.	Includes at least two citations. APA format.	Includes less than two citations. APA format is not correct.
Discussion **(5 pts x 2)**	The presenter(s) used effective questioning and helped to facilitate the discussion with peers.	The presenter(s) used somewhat good questioning and managed the discussion with peers.	The presenter(s) were not prepared or used fact based questioning that stifled discussion with peers.

_____ / 30 points   Comments: _____

Appendix E
Classroom participation and attendance

Exemplary (22.5 – 25 points)	Proficient (20 – 22 points)	Emerging (19.5 or below points)
In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to	Aspiring teacher is on time, prepared for class, and participates in group and class discussions/assignments. Aspiring teacher attends all classes and if an absence occurs, the procedure	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does

the learning group and class activities.	outlined in this section of the syllabus is followed.	not actively participate in discussions.

Appendix F
Field Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log in her/his classroom and daily track dates, activities, and hours. You must complete a minimum of 10 hours of field experience, all of which must involve interactions with individual students and small and large groups of students. Hours must be spread across a minimum of 4 sessions, with no single session lasting longer than five hours. Submit this signed log at the end of the course to Dr. Mann.

GMU Student:_____

Mentor Teacher/School:_____

Subject Area/Grades:_____

Dates	Activities as an observer	Activities as Participant	Hours

GMU student signature:

_____

Teacher Mentor signature:

_____

Appendix G Critical Incidents Reflection *Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes* *Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights,*	
Critical Incidents What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?	
Burning Issues/Questions What issues or concerns can you identify from your recent work in schools?	
"Best Practice" Tips What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?	
Philosophy-in-Action How has what you've witnessed or done in schools impacted your evolving philosophy of education and your answers to these philosophy questions?	
student successes Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):	

Appendix H
Suggested Field Experience Activities

The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.

- Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- Observe a "discovery" lesson to determine the nature of the investigation and its outcome.
- Observe an "inquiry" lesson to determine the nature of the investigation and its outcome.
- Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- Talk with the mentor teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- Talk with the mentor teacher to find out which method(s) he/she prefers to use and why: "discovery," "inquiry," problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, "practice" exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our EDUC 522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix I
Field Experience Letter

Dear Educator:

My name is Linda Mann. I'm an adjunct professor at George Mason University, and I write as the instructor for EDUC 522, "Foundations of Secondary Education." This course is taken by future secondary (grades 6-12) teachers, and as a part of the course students are required to complete 10 hours of field experience in grades 6-12. Specifically, students are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 10 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDUC 522 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with teaching styles and secondary schools. For most of the Mason students in this course, this is one of their first education courses. Thus, they will likely have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience include the following:

1. Mason students will complete a minimum of 10 hours of tutoring, observation, and general interaction with students in your classroom
2. All of these 10 hours must involve <u>direct</u> interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
3. The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
4. I would hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)
5. In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small group on assignments or projects, check papers or tests, etc.

Please note that field experiences must occur over a <u>minimum</u> of four visits to your classroom/school, with a maximum length of any one visit of five hours. These schedule requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed. Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,

Linda J. Mann, Ph.D.
Adjunct Professor, College of Education and Human Development
lmann4@gmu.edu

Appendix J
Field Experience Approval

Date: _____

Mason Student: _____ **Mentor Teacher:** _____

School: _____

City, State, Zip Code: _____

Grade Level/Subject Area: _____

Mentor Teacher Phone: _____ **Mentor Teacher Email:** _____

I agree to support _____ (Mason Student Name) as she/he completes a minimum 10-hour field experience in my classroom.

I understand that this Mason student will work with me and my students over a minimum of four sessions (each lasting at most five hours), and that all of these hours must involve direct interaction with adolescents/young adults. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students.

I understand that the goal of the Mason student's fieldwork is to gain experience with the day-to-day- workings of a teacher and her/his students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

_____
Mentor Teacher Signature   Date

_____
Mason Student Signature   Date

Tentative Tutoring Schedule (Weeks/Days/Times)

_____

_____

_____

Appendix K
Observation Notes

Focus	Questions to Consider	Evidence
Teaching processes and practices	How does the teacher begin the lesson? How does the teacher convey the objective for the day? How does the teacher transition between activities? What strategies does the teacher use to facilitate the lesson (e.g. connecting to prior knowledge, culturally relevant examples, modeling, investigation, independent practice, etc.)? What routines / procedures were observed during your visit? How does the teacher bring closure to the lesson?	
Student-teacher interactions	How does the teacher facilitate whole-class discourse? How does the teacher encourage disengaged/reluctant students? How does the teacher work with students who move quickly and/or more engaged or appear more academically advanced than other students in class? What kinds of questions does the teacher ask during instruction (e.g. open-ended, closed, higher order)? How did the teacher keep students engaged throughout the lesson? Was there a pattern of whom the teacher called on? What was it? How does the teacher manage wait time?	
Focus	**Questions to Consider**	**Evidence**
Student-student interactions	What is the primary way that students communicate during class (i.e. whole group, small group, combination)? What was the nature of the talk between and among students (e.g. sharing answers, discussing problem solving strategies)?	

Focus	Questions to Consider	Evidence
	How are students arranged for instruction? What do students do when they disagree with each other?	
Teaching and learning with technology	What technology was available in the classroom? Did the teacher utilize the available technology? Did the teacher seem comfortable with the technology? Besides technology, did the teacher use any other teaching tools (such as manipulatives)?	
Focus	**Questions to Consider**	**Evidence**
Teacher interactions with students with special needs	What kinds of learning needs were represented in the classroom? Was the class co-taught? If so, what was the instructional style of the co-teachers? What kind of accommodations / modifications for students with special needs did you observe during the lesson?	
Teacher interactions with diverse populations	Were there any English language learners (ELLs) in the classroom? Was there an ELL support staff or co-teacher? If so, what was instructional style of the two teachers? Did the teacher consider cultural differences during instruction? How so? Did the teacher use culturally relevant examples during instruction?	

Appendix L
Field Experience Report
75 possible points for the exemplary completion of items outline below and 15 for community
mapping final presentation totaling 90 points

	Exemplary (22.5-25)	Proficient (20-22)	Emerging Below 19.5)
Critical Incidents	The critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices).	For the most part, Minor, the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with infrequent lapses in clarity.	Rarely does the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with frequent lapses in clarity.
Personal Application (Metacognition)	The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.	The reflection demonstrates students some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application	A clear connection to classroom application or to an adolescent student is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.

_____ / 75 points

Appendix M

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 15th is **August 1st**.

Required tests
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only…see link below)
- ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
- 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 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 (<u>not</u> 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

Fall internship application:
- Traditional: ***February 15***
- On-the Job: ***May 1***

Spring internship application deadline:
- Traditional Internship: ***September 15***
- On-the Job Internship: ***November 1***

If you have any questions about the above requirements, **<u>don't wait</u>** - please contact your advisor or the Clinical Practice Specialist at 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.