

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

EDUC 300.001- Introduction to Teaching  
3 Credits, Spring 2018  
Tuesdays 7:20-10:00 p.m. Peterson Hall 1105 – Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None.

**University Catalog Course Description**

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students.  
**Requires school-based field experience during course.**

**Course Overview**

The course is designed to help you better understand the teaching career.

Students will participate in 3 **in-class presentations**:

- Education Technology Presentation
- Education Topic Presentation & Discussion Leadership
- Lesson Plan Teaching

Students will complete **field work** observation hours in schools:

- School Based Field Experience Journal
- School Based Field Experience (15 hours) Verification

Students will create a **portfolio of work** to help as they prepare for a career in teaching:

- Design the Perfect Teacher
- Goals Statement
- Resume
- CEHD Advising Appointment Reflection
- Lesson Plan

## **Course Delivery Method**

This course will be delivered using a lecture format.

## **Learner Outcomes or Objectives**

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

1. Describe the nature of U.S schools and today's diverse students and the issues they face;
2. Explain and demonstrate effective curriculum planning and delivery;
3. Identify the qualities and dispositions of effective teachers;
4. Begin to formulate a philosophy of teaching drawing from observations, readings and practice;
5. Explore job opportunities and expectations in education;
6. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

## **Professional Standards (Interstate New Teacher Assessment and Support Consortium (INTASC))**

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

### **Standard 1: Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **Standard 2: Student Learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

### **Standard 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

### **Standard 4: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### **Standard 5: Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Standard 6: Communication**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and interaction in the classroom.

### **Standard 7: Planning Instruction**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **Standard 8: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

### **Standard 9: Reflection and Personal Development**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **Standard 10: Collaboration, Ethics, and Relationships**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

### **Required Texts**

All required readings are available in Blackboard.

### **Course Performance Evaluation**

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

- **Assignments and/or Examinations**

The course assignments are designed to help you better understand the teaching career.

Students will participate in 3 **in-class presentations**:

- Education Technology Presentation
- Education Topic Presentation & Discussion Leadership
- Lesson Plan Teaching

Students will complete **field work** observation hours in schools:

- School Based Field Experience Journal
- School Based Field Experience (15 hours) Verification

Students will create a **portfolio of work** to help as they prepare for a career in teaching:

- Design the Perfect Teacher
- Goals Statement
- Resume
- CEHD Advising Appointment Reflection
- Lesson Plan

<b>Assignment</b>	<b>Due Date</b>	<b>Total Points</b>
Class Participation	Ongoing	20
Design the Perfect Teacher	February 6	10
Education Technology Presentation	Date assigned by professor: February 6, 13, or 27	10
Goals Statement	February 13	10
Resume	April 17	5
Education Topic Presentation & Discussion Leadership	Date assigned by professor: March 6, 20, or 27	10
CEHD Advising Appointment Reflection	April 3	5
Lesson Plan	April 10	10
Lesson Plan Teaching	Date assigned by professor: April 17 or 24	10
School Based Field Experience Journal	April 24	10
School Based Field Experience (15 hours) Verification	April 24	Pass or Fail
	<b>TOTAL</b>	<b>100</b>

- **Other Requirements**

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

### **FIELD EXPERIENCE**

Students will be required to attend a total of fifteen (15) hours of field service at an accredited school in the area between January 23 and April 23. Two (2) of the fifteen hours are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity. The purpose of the school-based 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.

If you are not currently working as a contractual teacher in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required fieldwork hours. You must request a fieldwork site by the deadline using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).

For more information please view the Field Experience Presentation at <https://cehd.gmu.edu/teacher/internships-field-experience>

Make sure you have your field supervisors sign the Field Experience Documentation Form (in Blackboard) and turn in a form for each teacher you observe.

**Failure to complete the 15 observation hours and turn in the documentation forms on time will result in an F (failure) for the final course grade for EDUC 300.**

- **Grading**

A+ = 99 – 100	B+ = 88 – 89	C+ = 78 – 79
A = 93 – 96	B = 83 – 87	C = 73 – 77
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72
D = 60 – 69	F = 0 – 59	

### Professional Dispositions

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

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

### Class Schedule

DATE	TOPIC	READINGS/ ASSIGNMENTS DUE
January 23	<p><b>Why teach? What are schools?</b></p> <p><b>Standards &amp; Literacy</b></p> <p><b>Student-Centered 21<sup>st</sup> Century classrooms</b></p>	<p>Read the Syllabus</p> <p>“Why Every Student Needs Critical Friends” (Reynolds)</p> <p>“Disciplinary Literacy: Just the FAQs” (Shanahan &amp; Shanahan)</p>
January 30	<p><b>NO FACE TO FACE MEETING</b></p> <p>Complete online Dyslexia module</p> <p>Participate in Discussion Board</p> <p>Review CEHD programs website</p>	<p>“Asking Questions That Prompt Discussion” (Fisher &amp; Frey)</p> <p>“A New Bloom: Transforming Learning” (Cochran, Conklin, &amp; Modin)</p>
February 6	<p><b>Guest Speaker: Kerri Marianos, CEHD Academic Advisor</b></p> <p><b>Technology Integration</b></p> <p><b>TPACK</b></p> <p>Education Technology Presentations</p>	<p><b>Design the Perfect Teacher Due</b></p> <p>“Learning 21<sup>st</sup> Century Skills Requires 21<sup>st</sup> Century Teaching” (Saavendra &amp; Opfer)</p> <p>TPACK video and website</p> <p>“Where The Story Never Ends” (Sprague)</p>
February 13	<b>Special Needs</b>	<b>Goals Statement Due</b>

	<p style="text-align: center;"><b>Differentiation</b></p> <p style="text-align: center;">Education Technology Presentations</p>	<p>“Understanding Differentiated Instruction” (Tomlinson &amp; Allan)</p> <p>“Inclusive Education” (Borosan)</p>
February 20	<p style="text-align: center;"><b>NO FACE TO FACE MEETING</b></p> <p style="text-align: center;"><b>Planning Instruction</b></p> <p style="text-align: center;"><b>Instructional Strategies</b></p>	<p>“Lesson Plans and Unit Plans: The Basis for Instruction” (Cunningham)</p> <p>“Writing Learning-Centered Objectives” (Banset)</p>
February 27	<p style="text-align: center;"><b>Planning Instruction</b></p> <p style="text-align: center;"><b>Instructional Strategies</b></p> <p style="text-align: center;">Education Technology Presentations</p>	<p>“True – or Not? (Abolick)</p> <p>“A Planning Cycle for Integrating Digital Technology into Literacy Instruction” (Hutchinson &amp; Woodward)</p>
March 6	<p style="text-align: center;">Education Topic Presentations &amp; Discussion Leadership</p>	<p>“Formative Assessment in Seven Good Moves” (Duckor)</p> <p>“The Icing or the Cake” (Doubet &amp; Hockett)</p>
March 13	<p style="text-align: center;"><b>NO CLASS</b></p> <p style="text-align: center;"><b>SPRING BREAK</b></p>	
March 20	<p style="text-align: center;"><b>Data &amp; Assessments</b></p> <p style="text-align: center;">Education Topic Presentations &amp; Discussion Leadership</p>	<p>“Feedback is a Two Way Street” (Tovani)</p> <p>“How Am I Doing?” (Chappuis)</p>
March 27	<p style="text-align: center;"><b>Learning Environment Design</b></p> <p style="text-align: center;"><b>Classroom Management &amp; Communication</b></p> <p style="text-align: center;">Education Topic Presentations &amp; Discussion Leadership</p>	<p><b>Draft Lesson Plan due (bring 3 hard copies to class)</b></p> <p>“The Keys to Classroom Management” (Marzano &amp; Marzano)</p> <p>“Start With Higher Order Thinking” (Brookhart)</p>
April 3	<p style="text-align: center;"><b>Classrooms Today</b></p> <p style="text-align: center;"><b>Professionalism</b></p>	<p><b>Appointment Reflection Due</b></p> <p>“What Students Really Need to Learn” (Munson)</p> <p>“Neurodiversity: The Future of Special Education” (Armstrong)</p>

April 10	<p><b>Guest Speaker: Charlotte Strauss, GMU Career Services</b></p> <p><b>Resume Writing</b></p> <p><b>Ongoing Professional Development</b></p> <p><b>PLCs</b></p>	<p><b>Lesson Plan Due</b></p> <p>Bring your resume to class</p> <p>“The 5 Habits of Highly Effective PLCs” (Easton)</p> <p>“Teaching and Learning in a Post-Truth World” (Hobbs)</p>
April 17	<p><b>Lesson Plan Group Teaching</b></p>	<p><b>Resume Due</b></p> <p>“Fundamentals of Creativity” (Beghetto &amp; Kaufman)</p> <p>“The Writing Journey” (Gallagher)</p>
April 24	<p><b>Lesson Plan Group Teaching</b></p>	<p><b>School-Based Field Experience Reflection Journals Due</b></p> <p><b>Field Experience Documentation Forms due</b></p>
May 1	<p><b>School-Based Field Experiences</b></p> <p><b>Course Wrap-Up</b></p>	<p>“Inviting Uncertainty into the Classroom” (Beghetto)</p> <p>“How Did You Get to Harvard?” (Hehir)</p>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



## CLASS PARTICIPATION - 20 Points

Students are expected to **attend all classes, arrive on time, and stay until the end of class.**

Participation is expected and an essential part of class. Your participation will be broken into two parts:

- Class participation - this is how you engage in the class activities and discussions.
- Exit slips will be collected at the end of class or submitted online as stated by the professor.

### Rubric

	<b>1 point</b>	<b>. 5 point</b>	<b>0 points</b>
<b>Participation</b>	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice. The student contributes in different ways, to class discussions consistently. The student arrived on time and stayed until the end of class.	It is not clear from the student's contributions that he/she has completed any of the required readings. The student contributes in different ways to class discussions intermittently. The student did not arrive on time and/or did not stay until the end.	It is clear from the student's contributions that he/she has not completed the required readings or is not tying theory/reading to practice. The student never or seldom contributes to class discussions. The student did not attend class.
<b>Exit Ticket</b>	The entry shows evaluation and analysis.	The entry shows some comprehension.	The entry shows no knowledge or was not submitted.

## DESIGN THE PERFECT TEACHER - 10 Points

What makes a great teacher?

How does a great teacher make learning engaging?

What personal qualities do they possess that makes them great?

Reflect on your best teacher. Here's an opportunity for you to demonstrate what you think makes a perfect teacher! Determine the method by which you will visually present your design: video, art media, narrative, etc. You will be graded on thoroughness, thoughtfulness, creativity, and clarity. You may submit this through Blackboard or in hard copy, depending on the format it takes. **This assignment must be submitted by 7:20 pm on Tuesday, February 6.**

### Rubric

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
<b>Reflection</b>	This project explicitly addresses each relevant question from the assignment description in the syllabus.	The project somewhat addresses each question from the assignment description in the syllabus.	The project does not explicitly address each question from the assignment description in the syllabus.
<b>Presentation</b>	The presentation is thorough, thoughtful, creative, and clear.	The presentation has some but not all qualities: thorough, thoughtful, creative, and clear.	The presentation is not thorough, thoughtful, creative, and/or clear.

## EDUCATION TECHNOLOGY TOPIC PRESENTATION - 10 Points

Because teaching is a social, performance-based activity, you are required to research and present a current education issue (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups of three, you will lead the class for 20 minutes. **This presentation is not a lecture, but an interactive presentation.** Your group will prepare a one-page handout including a reference list (minimum of three sources, APA style) that must be posted to the online discussion board before your presentation.

Topics			In-Class Presentation
Google Tools	Wikis	Padlet	February 6
Blogs	Podcasts	Infographics	February 13
Interactive storybooks	Kahoot!	Fan fiction	February 27

### Rubric

	2 points	1 point	0 points
Audience	The presentation addresses both the student and teacher perspective of use in the classroom.	The presentation addresses only the student or only the teacher perspective.	It is not evident how a student or teacher would benefit from this topic.
Content	The content is relevant and practical.	The content is mostly relevant and/or somewhat practical.	The content is not relevant or practical to teachers and students.
Classroom	It is evident how this technology can be used in the K-12 classroom.	It is somewhat evident how this technology can be used in the K-12 classroom.	It is not evident how this technology can be used in the K-12 classroom.
Handout	The handout is informative and concise (one page) and includes at least 3 references and they are provided on the handout in APA format.	The handout is somewhat informative and/or too short or lengthy (more or less than one page). The presentation includes at least 3 references but they are not provided on the handout or in APA format.	No handout submitted or not submitted on time. At least 3 references are not provided.
Presentation	The presentation was easy to understand and follow. It was professional and included no distractions. It was interactive.	The presentation was somewhat easy to understand and follow. It was professional but included a few distractions. It was somewhat interactive.	The presentation was not easy to understand or follow. It included multiple distractions. It was not interactive.

## LESSON PLAN - 10 Points

Lesson plans are essential to the teaching and learning process, and planning your lessons will become a critical component in how you design, facilitate, and access the learning material. During this course, you will gain exposure in learning about the components of a lesson plan. With your *final project group*, develop a lesson plan for a 30 minute interactive lesson for the grade level and content area your group has selected for the final project. The work you do for your lesson plan will be done in class and through various small group activities with your peers and instructor. The template that we will use for this activity is posted in Blackboard.

A draft of your lesson plan is due by 7:20 pm on Tuesday, March 27. Bring 3 hard copies to class.

Your finalized lesson plan **must be submitted by 7:20 pm on Tuesday, April 11.**

	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
Learning Goals/ Target for the Lesson in (Objectives)	The learning goals clearly state what students will do and learn during the lesson. The learning goals target appropriate higher order and real life learning opportunities. The learning goals are tied to state/national standards. The learning goals are tied to essential question and it is clear how the learning will be assessed.	The learning goals clearly state what students will do and learn during the lesson. The learning goals are appropriate, but target lower order thinking skills. The learning goals are tied to state/national standards.	No learning goals are stated. The learning goals are not tied to the essential question. The essential question does not match the objectives.
Lesson Instruction	The lesson plan is substantive in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?  The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided.  Important questions to ask during the lesson are included. The procedure includes an introduction for	The lesson plan is adequate in length, breadth, and depth. The majority of the procedure outlines what the teacher will do during the lesson, but parts are vague and unclear.  The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long).	The lesson plan lacks focus. Parts of the lesson do not seem to fit together. It is impossible to determine what the teacher or the students will be doing during the lesson.  There is a lack of teacher involvement during some of the lesson activities.

	surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding.	There is a lack of teacher questions. Some of the group activities are explained, but not all.	
Assessment Prompts	The assessment prompt/method directly relates to the objective(s). The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons.	The assessment prompt/method does not relate to the objective(s). Descriptions may not be included or be vague. The assessment is somewhat differentiated, but more could be done. It is not clear what the students will do to demonstrate their understanding in the lessons.	The assessment prompt/ method is not included or lacks sufficient details to understand how the objectives will be assessed. The assessment is not differentiated.
Summarizing Strategy	The summarizing strategy is clear, easy to follow, and makes a clear connection to the essential question. The strategy clearly seeks student summary.	The summarizing strategy is not clear, easy to follow, or does not make a clear connection to the essential question. The strategy does not seek student summary.	The summarizing strategy is missing and/or does not involve students.
Format	The provided template was used. This lesson plan is easy to read, understand, and follow.	The provided template was used. This lesson plan is somewhat easy to read, understand, and follow.	The provided template was not used. This lesson plan is not easy to read, understand, and follow.

## LESSON PLAN TEACHING - 10 Points

With your *final project group*, you will teach the lesson plan you developed to your classmates in EDUC 300. Remember, from your lesson is a 30 minute interactive lesson and should utilize multiple teaching strategies discussed over the course of the class. Your final grade on this project will be a combination group and individual grade. Individually you will submit a group evaluation to Blackboard, in which you discuss your group's progress toward the final product. You will also participate in a reflective debrief.

**Each group will be assigned one of these days to teach the lesson: April 18 or 25.**

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
Cohesiveness	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives. The lesson follows the lesson plan, although the teacher does make some adjustments to better meet students' needs.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives. The lesson follows the lesson plan.	The lesson does not flow well throughout. It is disjointed and somewhat confusing. The wrong objectives are stated for the students. It is not clear how the activities connect with the objectives. The lesson does not follow the lesson plan.
Group Evaluation	It is evident that this team member put in an appropriate amount of work compared to other members.	It is evident that this team member put in somewhat of an amount of work compared to other members.	It is evident that this team member did not put in an appropriate amount of work compared to other members.

## SCHOOL-BASED FIELD EXPERIENCE REFLECTIVE JOURNAL – 10 Points

The purpose of the school-based 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.

Create a journal to log your thoughts during and after **each classroom observation**.

Always consider:

- What you observed
- Why you think it is significant
- How it will affect/influence you as a future teacher

Below are some guiding questions to assist you in writing your journal entry after each observation. These questions are provided to help you think and reflect. You should not answer each question. Use these to guide your journal writing.

- What strategies did you see the teacher use? How did the students respond?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, intercultural development or other pedagogies? If so, what was implemented?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?
- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- What did you see and hear students do and say?
- In what ways did the teacher interact with students?
- How is the fieldwork shaping your understanding of the profession?
- After this observation, I'm still curious about...
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

**This assignment must be submitted by 7:20 pm on Tuesday, April 25.**

### Rubric

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
<b>Reflection</b>	This journal explicitly shows personal reflection and critical analysis. There is an entry for each visit.	This journal somewhat shows personal reflection and critical analysis. There is an entry for most visits.	This journal does not show personal reflection and critical analysis. There is an entry for only a few visits.
<b>Clarity of Writing</b>	The reflections are clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflections are somewhat clear; punctuation, grammar, and spelling errors are present, somewhat distract the reader.	The reflections are not clearly written; punctuation, grammar, and spelling errors distract the reader.

## EDUCATION TOPIC PRESENTATION & DISCUSSION LEADERSHIP - 10 Points

Because teaching is a social, performance-based activity, you are required to research and present a current education issue (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups of three, you will lead the class for 20 minutes. **This presentation is not a lecture, but an interactive presentation.** Your group will prepare a one-page handout including a reference list (minimum of three sources, APA style) that must be posted to the online discussion board before your presentation. **In addition to presenting information, you will lead the class in a discussion on the topic.**

Topics			In-Class Presentation
Cyberbullying	Common Core assessments vs. SOLs	Every Student Succeeds Act (ESSA)	March 6
Title I Schools	Charter Schools, Vouchers, School Choice	Program for International Student Assessment (PISA)	March 20
National Board Certification	Gifted Education	Trends in International Mathematics and Science Study (TIMMS)	March 27

### Rubric

	2 points	1 point	0 points
Topic	The topic is clearly explained so students with no prior knowledge now have a basic understanding.	The topic is somewhat clearly explained. Students with no prior knowledge now have a somewhat basic understanding.	The topic is not clearly explained. Students with no prior knowledge do not have a basic understanding.
Content	The content is relevant and practical.	The content is mostly relevant and/or somewhat practical.	The content is not relevant or practical to teachers and students.
Discussion Leadership	Group members led the class in an interactive discussion encouraging multiple perspectives and including a variety of students in the discussion.	Group members did not engage the class in a healthy discussion.	None or only a few students participated in class discussion.
Handout	The handout is informative and concise (one page) and includes at least 3 references and they are provided on the	The handout is somewhat informative and/or too short or lengthy (more or less than one page). The presentation includes	No handout submitted or not submitted on time. At least 3 references are not provided.



	handout in APA format.	at least 3 references but they are not provided on the handout or in APA format.	
Presentation	The presentation was easy to understand and follow. It was professional and included no distractions. It was interactive.	The presentation was somewhat easy to understand and follow. It was professional but included a few distractions. It was somewhat interactive.	The presentation was not easy to understand or follow. It included multiple distractions. It was not interactive.

### **APPOINTMENT - 5 Points**

You are required to attend a CEHD advising appointment with Mary Slone O'Neill (Endorsement Advisor) or Kerri Marianos (Undergraduate Advisor). More information will be explained in class.

**The appointment must take place before Tuesday, April 4 and the assignment must be submitted by 7:20 pm on Tuesday, April 4.**

### **Rubric**

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
<b>Submission</b>	The student attended an appointment, submitted the appointment worksheet, and submitted the appointment reflection.	One or two of these pieces are missing: the student attended an appointment, submitted the appointment worksheet, and submitted the appointment reflection.	The student did not attend an appointment.

## GOALS STATEMENT - 10 Points

**Why do you want to be a teacher?** Applying for a teacher licensure program requires a written goals statement. The goals statement is 750-1000 words and should describe your academic and career goals related to the intended program (early childhood, elementary, secondary, special education). Specifically describe your past experiences related to the intended program as well as your personal and professional aspirations. Why would you like to attend this licensure program at Mason? **This assignment must be submitted by 7:20 pm on Tuesday, February 13.**

### Rubric

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
<b>Content</b>	All parts in the description above are included and clearly explained.	Some parts in the description above are included and explained.	The paper does not explicitly address each part from the description.
<b>Clarity of Writing</b>	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors are present, somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.

## RESUME - 5 Points

Using the tips from our guest presenter, create or revise your resume. Your resume should be updated and free of grammatical errors. **This assignment must be submitted by 7:20 pm on Tuesday, April 17.**

### Rubric

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 points</b>
<b>Content</b>	All the major resume parts are included. There are no spelling or grammar errors.	Most of the major resume parts are included. There are some spelling or grammar errors.	Some of the major resume parts are included. There are spelling or grammar errors.

## **SCHOOL-BASED FIELD EXPERIENCE**

Students will be required to attend a total of fifteen (15) hours of field service at an accredited school in the area between January 23 and April 24. Two (2) of the fifteen hours are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity. The purpose of the school-based 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.

If you are not currently working as a contractual teacher in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required fieldwork hours. You must request a fieldwork site by the deadline using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).

For more information please view the Field Experience Presentation at <https://cehd.gmu.edu/teacher/internships-field-experience>

Make sure you have your field supervisors sign the Field Experience Documentation Form (in Blackboard) and **submit a form for each teacher you observe.**

**Scan this form(s) and submit via Blackboard no later than 7:20 pm on Tuesday, April 25.**

**Failure to complete the 15 observation hours and turn in the documentation form(s) on time will result in an F (failure) for the final course grade in EDUC 300.**