

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDUC 542 Section 003
Foundations of Education

3 credits/Spring 2019
7:20-10:00 pm/Tuesdays
Thompson Hall, Room 1020, Fairfax Campus

Professor: Dr. Andrew Gilbert

Office Hours: By appointment

Office: Thompson 1404

Phone: (703) 993-3497

Email: agilbe14@gmu.edu (Email is the best and quickest way to communicate)

Also available via Skype or face-to-face meeting by appointment anytime.

COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education licensure program

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

C. **Expanded Course Description:** N/A

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

NATURE OF THE COURSE DELIVERY:

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

LEARNER OUTCOMES:

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

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities

PROFESSIONAL STANDARDS:

**Upon completion of this course, students will have met the following professional standards:
Council for Accreditation of Educator Preparation Standards**

1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

5.b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

5.c Candidates participate in peer and professional learning communities to enhance student learning.

Association of Childhood Education International Standards

1.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

Standard 2: 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 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.

8 VAC 20-25-30. Technology Standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.

- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

International Society of Technology in Education (ISTE) Standards

2. Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
4. Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

REQUIRED TEXTS:

Canestrari, A. & Marlowe, B. (2013). *Educational Foundations: An Anthology of Critical Readings (3rd edition)*. Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on 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).

TK20 PERFORMANCE-BASED ASSESSMENT REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (PBA) is required to submit this assessment, *Special Education and ELL Portfolios*, to Blackboard **and** TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the instructor will be provided 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 this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Participation

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that you are on time and attend all scheduled classes and asynchronous/synchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will directly impact your success in the course. In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

Laptop and tablet use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). *Laptops should be closed during discussions, lectures and other assignments in class which require your full attention. Your classmates and future students deserve your total commitment to making sense of these issues. Same goes for phones...you cannot text and simultaneously be connected as a classroom community.*

Participation Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion and remember that you will get out exactly what you put into these discussions. We will challenge ideas and consider possibilities these will be the currency of the course. Respect, listening, empathy and compassion are

all elements that will need to keep in our minds as we work to understand the institutions and cultural constructs within education.

b. Educational History

We know from the research literature that our prior school experiences as a student (a.k.a. our apprenticeship of observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-3 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

Educational History is due Jan. 29th posted to Bb site by 7 PM.

c. Teacher Beliefs: Developing a Vision

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. You will need to use a standard journal or composition booklet to journal concerning areas that intersect and sources of tension in your beliefs and preferred practices. You will create a hand-written reflective journal (format discussed in class) that reflects how your thoughts are distilling and/or evolving and we will revisit this journal throughout the course and you will need to bring it each week.

Your journal should include your final beliefs statement which will address each of the following prompts:

- I believe that learning...
- I believe that teaching...
- I believe the purpose of schooling is...
- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...
- I believe community/family is/are...
- I believe collaboration is...
- My professional goals as a teacher are...

This document serves as an evolving draft of your beliefs and you will need to bring a draft and your journal to share in class. Your ideas are expected to be “in progress” so questions and wonderings are acceptable for this draft, due on **March 5th**.

The final **Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. This should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

My vision as a teacher educator is to develop future teachers who embrace and thoughtfully attend to learner differences by carefully building relationships as well as creating a learning community that best allows instruction to occur for all students.

Your final vision statement is due on the last day of class, post to Bb site **April 30th by 7 PM**. You will upload your statement as well as hand in your journals (in class).

d. Community Mapping Activity & Presentation

In your field experience school groups, you will complete a community mapping activity and presentation shared between EDUC 543 and this course. The purpose of this activity is to familiarize you with the myriad factors that influence students’ daily school experiences and to provide a format for introducing your school to your peers.

In your field experience groups, you will research information and create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school that integrates the perspective, themes, and readings from this course:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) access to and use of technology within the school and community
- 6) intersection of course readings/discussions with your school experiences.

It is highly suggested that your group considers the aspects of the ecological systems model (Bronfenbrenner, 1994) as you plan and conduct research and analyze the information gathered at your field experience site.

A rubric will be provided closer to the date of the presentation. The presentation can take any format that your group prefers. Be creative. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum including social media.

Community Mapping Presentation is on April 16th in class.

e. Professional Issues for Teachers: Research Primer / Pamphlet

What professional issues confront teachers in their day to day lives? For this assignment, you can consider an education issue as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

To this end, you will select and analyze a professional issue that is of particular interest or importance to you. You will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your current field placement. You will come to class prepared to discuss via roundtable with your notes and handout. We will discuss the roundtable format in class; here is a explanation:

<http://www.eval.org/p/cm/ld/fid=171> You will bring paper copies of your handout for your peers. A rubric will be provided at a later date with specific components.

Roundtable and handout are due on April 23rd in class.

f. Special Education (SPED) and English Language Learner (ELL) Portfolios ---- PBA

The purpose of this assignment is to integrate your course readings and field experience observations. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. Four Parts will be uploaded into Blackboard to create a portfolio.

- **Portfolio Part #1**

MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*

- <https://iris.peabody.vanderbilt.edu/module/preref/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection.

- **Portfolio Part #2**

COMPLETE THE FOLLOWING READINGS:

- Attention-Deficit/Hyperactivity Disorder:
<https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf>
- IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): <https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/>
- Language-Based Learning Disabilities:
<https://www.asha.org/public/speech/disorders/LBLD.htm>
- Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf
- Speech & Language Impairments: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:

- Interview a special education teacher about the identification process (i.e., pre-referral, referral, evaluation, and eligibility) for students at-risk for learning disabilities
- Interview a general education teacher about his/her role in the identification process for students at-risk for learning disabilities
- Interview a special education teacher OR a speech-language pathologist about specific language-based conditions (dyslexia, dysgraphia, dyscalculia, auditory processing disorders)
- Interview a special education teacher about the identification process for students with attention deficit hyperactivity disorder (ADHD)
- Observe in a classroom that includes students with learning disabilities and/or ADHD
- Observe in a classroom that includes students with disabilities who receive special education services, and ask a classroom teacher to explain some of the disability categories under which the students are being served and the student characteristics associated with each
- Interview a general education teacher and a special education teacher together about how they support students with or at-risk for learning disabilities and/or ADHD

REFLECTION: Complete a 2 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb/TK20.

- **Portfolio Part #3**

MODULE: *Teaching English Language Learners: Effective Instructional Practices*

- <https://iris.peabody.vanderbilt.edu/module/ell/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection.

- **Portfolio Part #4**

COMPLETE THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning:
<http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning>
- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms
<http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners>
- Being Bilingual May Help Autistic Children
<http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html>
- Culturally Responsive Literacy Instruction
http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Literacy_Brief_highres.pdf
- Standards-based Writing for ELLs <http://www.colorincolorado.org/article/standards-based-writing-ells>

NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:

- Interview an ELL teacher about teaching ELLs
- Interview a general education teacher about teaching ELLs
- Observation of ELL teacher in general education classroom
- Observation of ELL teacher in a pull out model
- Interview a general education teacher and an ELL teacher together about how they best support ELLs

REFLECTION: Complete a 2 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb/TK20.

SPED and ELL Portfolios due on May 10th by 11:59 PM

2. Assignment Points

| <i>Course Outcomes</i> | <i>Requirements & Assignments</i> | <i>Points</i> | <i>Due Date</i> |
|------------------------|---|---------------|-------------------------------------|
| 1, 2, 3 | Participation | 15 | Weekly |
| 1 | Educational History | 15 | Jan. 29 |
| 1 | Teacher Beliefs: Developing a Vision Statement (5 for final statement and 10 for journal) | 15 | Prograss: March5 Final: April 30 |
| 1, 2 | School-Community Mapping Presentations | 20 | April 16 |
| 1, 2, 3 | Professional Issues for Teachers: Research Primer | 20 | April 23 |
| 1, 2, 3 | SPED and ELL Portfolios ---- PBA | 15 | May 10 |
| | | 100 | |

3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

**Remember: A course grade less than B requires that you retake the course.*

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

4. Other Expectations

APA format:

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th

Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location:

late assignments will not receive full credit. All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Professional Dispositions

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

TENTATIVE CLASS SCHEDULE:

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

| Date | Guiding Questions/Topics | Readings/Assignments Due |
|--------|--|---|
| Jan 22 | What does <i>foundations of education</i> mean? | Bb: -“Willing to Be Disturbed” Ayers (2010) -“Seeing the Student” Watson (2012) (Please read prior to first class) |
| Jan 29 | Who are we as individuals? Who are we as future teachers? | Anthology: Ch 1 Ch 2 Due: Educational history |
| Feb 5 | What are the purposes of school? Who decides what purposes school serves? | <i>Despite the best intentions:</i> Ch 1 Bb: “Failure Factories” (2015) Bring Graphic Organizer: Purposes of Schools |
| Feb 12 | Who are our students and how are they different from/alike each other, us, and peers from decades past? Power, colonialism and the structural / material conditions of racism, classism and struggle for liberation | <i>Despite the best intentions:</i> Ch. 2 Ch. 3 Anthology: Ch 3 Ch 6 |
| Feb 19 | Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, and Race | Bb: - Children’s Defense Fund (read 2-3 families) -“Pedagogy of Poverty” Ladson-Billings (2014) (From <i>Big Lies</i> text) Anthology: Ch 4 Ch 5 |

| | | |
|----------|---|--|
| Feb 26 | Gender and Sexuality | <p>Anthology: Ch 7</p> <p>Bb:</p> <ul style="list-style-type: none"> • Beyond the Dilemma of Difference (special needs/exceptionalities) • Girls and the Curriculum- How schools shortchange girls (gender) • The boy-turn in research (gender) |
| March 5 | <p>For whom does school 'work'?</p> <p>For whom does school not 'work'?</p> <p>What are the major federal, state, and local policies impacting schools today?</p> | <p><i>Despite the best intentions:</i> Ch.4</p> <p>Bb: "How Title I Money is Distributed" and "Commonwealth Institute: Weighing Support for VA's Students"</p> <p>Draft: Teacher Vision/Journal check in</p> |
| March 12 | Spring Break | No class, no readings |
| March 19 | How should students be taught? | <p>Anthology: Ch 8</p> <p>Bb Philosophies readings (one will be assigned):</p> <ul style="list-style-type: none"> • Noddings (care) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Gay (Culturally Responsive Teaching) |
| March 26 | What is most important for our students to learn? | <p>Bb: "The Common Core: Engine of Inequity" (2014) (from <i>Big Lies</i>) "Common Core: Frequently Asked Questions" "VDOE: Reaffirms support for SoLs, opposes imposition of Common Core"</p> |

| | | |
|----------|--|--|
| April 2 | What is the best evidence of student learning? | <i>Despite the best intentions:</i> Ch. 5 Anthology: Fish bowl activity Choose one of the following: Ch 14 Ch 15 Ch 16 Ch 17 |
| April 9 | What is the best evidence of teacher success? | <i>Despite the best intentions:</i> Ch. 6 Anthology: Ch 18 Bb: VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44) |
| April 16 | Community Mapping Project Presentations in EDUC 543 class | Community Mapping Project Due |
| April 23 | Research primer roundtable sharing | Research Primer/Pamphlet due |
| April 30 | Who are we as future teachers? Where and how do we find our courage? How do we organize to best serve our students and our profession? | Anthology: Ch 20 Epilogue Final vision statement and journal due |
| May 7 | No class | SPED and ELL Portfolios due Friday May 10th. |

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. <http://cehd.gmu.edu/values/>



Promoting Learning & Development Across the Lifespan

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://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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:

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

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

ENDORSEMENTS

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

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

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

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline.

Students must submit one of the "acceptable evidence" documents listed at

<http://cehd.gmu.edu/teacher/emergency-first-aid> to the CEHD Educator Preparation Office. In

order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

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

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

PLEASE NOTE:

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

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

* Traditional Internship: **September 15, 2018**

* On-the Job Internship: **November 1, 2018**

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu 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.

SCHOOL COMMUNITY MAPPING ACTIVITY RUBRIC

| | 0/1 | 2 | 3 |
|--|--|---|---|
| Visual tour of school | Visual tour provides a snapshot into the school and a general sense of the surrounding community (not all ecological systems included) | Visual tour provides some sense of the school and surrounding community with consideration to some ecological systems | Visual tour provides a clear sense of the school and surrounding community with consideration to all ecological systems |
| School and community description and demographics | Not provided | General description of school, community and demographics of each are included | Thorough and specific description of school, community and demographics of each are included |
| Aspects of school that make it unique | Not provided | General description of unique aspects of the school is shared | Exhaustive description of unique aspects of the school |
| Intersection of course readings with your field experiences | Not provided | A limited number and/or general connections are made between course readings and field experiences | Explicit and thorough connections made between course readings and field experiences |
| Presentation | Presentation is not balanced among group members and does not meet the timing requirements | Presentation is somewhat balanced among group members and stays close to allotted time | Meets the 7-10 minute time frame and includes a balanced amount of contribution among group members |
| Contributions to Group Project | Did not contribute adequately | Limited contributions and/or participation in the group project | Active and engaged member of the group; contributions equal to/greater than that of other group members |

Rubric for Self-Assessment of Student Participation (Completed at end of each class)

| | Exemplary (.5 pts) | Proficient (.3 pts) | Developing (.1 pts) | Unacceptable (0 pts) |
|-----------------------------------|---|---|--|---|
| Frequency of participation | I initiated contributions more than once today. | I initiated a contribution once today. | I contributed when someone solicited input from me. | I did not contribute today. |
| Quality of comments | My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. | My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. | My comments were uninformative, relied heavily on opinion, or I did not comment. |
| Listening Skills | I listened attentively the majority of the time when others presented/shared material and or perspectives. | I was mostly attentive when others presented ideas, materials. | I was somewhat inattentive today. Occasionally I spoke while others were speaking. | I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping). |
| Preparation | I was well prepared for today's class; completed all of the reading. | I was mostly prepared for today's class; completed most of the reading. | I was somewhat prepared for today's class; completed some of the reading. | I was unprepared for today's class; I completed little of none of the reading. |