

George Mason University
College of Education and Human Development
Elementary Education

EDCI 790-SA1
Cambridge Schools Experience

Fall 2019

3 credits

M-Th; School Placement Hours and Location

M-F, Cambridge (visits follow school placement hours/location)

Professor: University Facilitators and Advanced Mentor Teacher/Mentor Teacher

Office Hours: By appointment

Office Location: Thompson 1800

Office Phone: (703)-993-9717

Email: varies by facilitator

Prerequisites: Admission to Elementary Education program; completion of licensure tests, endorsement requirements, and required coursework.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision in a school placement setting that includes observations and seminar experiences.

Course Overview: The 3 credit hour internship is a minimum 16-week experience in one of the Mason Elementary PDS sites and is the first half of the yearlong internship. For a 3-4 week period, students will travel to Cambridge, England to observe and study school practices in Cambridge primary schools and compare educational practices across the two contexts. During the internship, both in the US and in the UK, Teacher Candidates observe, assist, and teach lessons. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher in the US and by a Host Teacher in the UK. In the US, Teacher Candidates gradually increase their responsibilities across the semester. The internship provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into the profession.

Course Delivery Method:

In US portion of this course, Teacher Candidates learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide Teacher Candidates in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet *monthly* at elementary school sites and are conducted by University Facilitators and/or Advanced Mentor Teachers/Mentor Teachers. These discussion seminars provide Teacher Candidates with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, Teacher Candidates are expected to: observe instruction at various age levels, plan with individual Advanced Mentor Teacher/Mentor Teacher and grade level teams, and teach individual lessons and units.

In the UK portion of this course, Cambridge Schools Experience:

- Mason pre-service teachers begin the course in their placement in the US to gain experience starting the school year and to develop relationships with their mentor teacher and students in Virginia.
- Then, the Mason pre-service teachers would travel to Cambridge, England for 3-4 weeks in mid-fall.
 - The Mason pre-service teachers will visit their assigned school site in Cambridge on Monday-Friday for the 3-4 week period. During their time in schools, they will observe educational practices, engage with teachers and head teachers, and participate in classroom activities. From time to time, Mason Teacher Candidates may volunteer to teach a lesson.
 - While in Cambridge, Mason pre-service teachers will participate in one evening seminar with their supervisor per week. The purpose of these seminars is to debrief school experiences, with a particular emphasis on making meaning of their new learning in an international context. Because the Mason students will also be enrolled in courses during this abroad experience, the seminars will also place an emphasis on their observations/experiences in an international setting as it relates to their course content. These seminar discussions will culminate in a collaborative project and presentation that the Mason pre-service teachers will present to faculty at Mason and in their U.S. internship site, as well as their cohort peers.

Learner Outcomes:

This course will enable students to:

1. Apply the central concepts, tools of inquiry, and structures of the discipline he or she teaches to create learning experiences that make these aspects of subject matter meaningful for students.
2. Create differentiated learning opportunities that support children's intellectual, social, and personal development through application of understanding of how diverse children learn and develop.
3. Use a variety of instructional strategies, including the arts, to encourage student development of critical thinking, problem solving, and performance skills.
4. Create positive differentiated learning environments that encourage positive social interaction, active engagement in learning, and self-motivation through application of understanding of individual and group motivation and behavior.
5. Modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs
6. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans
7. Foster active inquiry, collaboration, and supportive interaction in the classroom through use of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting).
8. Plan, implement, and assess instruction based on knowledge of subject matter, students, the community, and curriculum goals in reading, math, science, and social studies.
9. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
10. Reflect upon and evaluate instructional decision making in order to understand the effects of his or her own choices and actions on others and to grow professionally.
11. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
12. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.

Professional Standards:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **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.
- **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.
- **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.
- **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.

CAEP K-6 Elementary Teacher Preparation Standards

- **STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs**
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide

each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

- **STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching** Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
- **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning** Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- **STANDARD 4 – Supporting Each Child's Learning Using Effective Instruction.** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
- **STANDARD 5- Developing as a Professional** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: 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
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, 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

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

Virginia State Technology Standards for Instructional Personnel:

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

Required Texts:

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

Some excellent optional resources:

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. **(NOTE—also used in EDUC 543).**

Assignment and Evaluations:

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

The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting. Successful participation in each of these creates a holistic picture of performance and contributes to the university facilitator's determination of your final grade and completion of the **Internship and Technology Evaluation Form-Expanded Form** by the University Facilitator.

A. Student Learner Chart (10%)

- You will create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, and learning profile information.

B. Core Beliefs Statements (10%)

- Prior to the start of your placement you will identify your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically). These should be provided/posted in the forum designated by your university facilitator (e.g. hard copy, google drive).
- It is expected that your beliefs will change, expand, and become more detailed across the internship experience. At each biweekly, you should revisit, revise, add to, and/or modify your core beliefs statements.
- You will post your core beliefs statements document to Bb at the end of the semester.
- You will use these ongoing revisions to inform your biweekly reflections.

C. Biweekly Reflections (20%)

- Every two weeks, you will submit a biweekly reflection. These should be submitted to your university facilitator in the requested format (e.g. hard copy, google drive).
- Your biweekly reflections should be connected to your core beliefs statements and should serve to generate specific goals. Your professional development goals will be reflected in your lesson plans across the internship experience.

For example:

1. In my core beliefs statement, I stated that I believe students should be given multiple opportunities for choice throughout the instructional day. As I think about my lessons from this past week, I noticed that at most points in the day, my instruction required all students to complete the same task in the same way. As a goal for the upcoming weeks, I am going to try and incorporate my choice in my instruction. I think I'll begin with providing students with an opportunity to choose their seating during independent reading. A key part of implementing this goal will be teaching the students how to choose a seat. I am excited to try this out!

D. Guided Observation Cycles (20%)

- You will engage in 4 observation cycles with your peers and with your university facilitator in the following core practices. **NOTE: For Cambridge students, this is reduced to 3. Your summative final project will serve as a substitute for the fourth cycle (see description in F).**
 - i. Teacher Language for Building Community and Establishing Presence (tone, body language, words)
 - ii. Transitions
 - iii. Mini-lessons

- iv. Small group instruction
- Each observation cycle will follow the format below:
 - i. Your university facilitator will identify a time that you will visit several ‘expert’ teachers to observe a classroom core practice.
 - ii. You will observe the classroom core practice and identify the essential elements of the practice.
 - iii. After the observation cycle, you, your peers, and your university facilitator will meet to discuss the observation and identify the key attributes of the core practice.
 - iv. Following the guided observation, you will gather one brief video each week related to the core practice. You will comment on your video and that of 2 peers each week. Your comments should be connected to the attributes of the core practice identified by your group. At the end of each video you should set a goal related to the core practice for the following week. That goal should be the focus of comments in the subsequent video.

E. Formal Documentation of Progress (40%)

- You will use the Teacher Candidate Internship and Technology Evaluation – Continuum Form to reflect on your progress in relation to the ten InTasc Standards at both the midpoint of the semester and at the end of the semester. It is based upon the activities above (A-D), and each of the following:
 - Formal observations of teaching
 - During each semester of the internship the MT/AMT and UF will conduct formal observations of the Teacher Candidate’s teaching. In the 3 credit internship, the MT/AMT will conduct two formal observations, and the UF will conduct one formal observation.
 - These observations should include a preconference, observation and post-conference. It is required that the teacher candidate use video to record the observation and that it be used for post-conference discussions/feedback.
 - Co-teaching
 - The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.
 - Lesson Instruction
 - The Teacher Candidate will begin the internship observing the Advanced Mentor Teacher/Mentor Teacher. Across each week, the Teacher Candidate will gradually assume more planning and teaching responsibilities. Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher **a minimum of 48 hours** prior to instruction.
 - Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g. observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in the Internship Handbook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).
 - Use of Video

- All Teacher Candidates will be using video for the purposes of enhancing their professional development across the yearlong internship. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use. **It is imperative that you collect video evidence regularly as requested by your university facilitator.**
 - Attendance and Professionalism
 - Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.
 - Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.
- The *midpoint* **Teacher Candidate Internship and Technology Evaluation – Continuum Form (20%)** is completed by the Teacher Candidate, in collaboration with the AMT/MT. The Teacher Candidate Internship and Technology Evaluation – Continuum Form should be shared with the University Facilitator at the midpoint conference and uploaded to Blackboard.
- The *end of semester* **Teacher Candidate Internship and Technology Evaluation – Continuum Form (20%)** is completed by the Teacher Candidate, in collaboration with the AMT/MT. It should build upon the notes and comments from the Midpoint Internship Continuum. The Teacher Candidate Internship and Technology Evaluation – Continuum Form should be shared with the University Facilitator at the final conference and uploaded to Blackboard and TK20.

In the UK:

F. Reflective Photo-Blog:

To ensure that you are gathering the richest set of information about and reflecting on your study abroad teaching/learning experiences you will keep a photo-journal blog of your experience, on our Google-Site. A link will be sent to you so that you can edit and draft each week. The Journal/Blog will help you work toward a better understanding of your personal and professional selves. For each entry you should consider the following guiding questions:

- i. You will be required to make one entry in your blog prior to your departure, two times weekly blog entries while in the UK (total of 8 entries), and one entry upon our return.
- ii. For the one entry prior to departure:
 - Select and upload a picture –it can be of anything, but should in some way (literally or metaphorically) connect to your reflection on your first weeks of school during internship

- Set a goal(s) for yourself in terms of what you hope to gain from your study abroad experience.
- iii. For the four entries while you are abroad:
 - Document your insights about UK and US schools using photos and reflections. These can include insights about teaching methods, observations about how teachers plan and partner in the UK and how these are similar to and/or different from planning and partnering practices in the US.
 - The topics of these entries are up to you, but be sure to keep thinking about how to connect your UK experiences with your US experiences.
- iv. For the entry upon our return:
 - Select and upload a picture –it can be of anything, but again should in some way (literally or metaphorically) connect to your reflection on your Cambridge schools experience.

G. Summative project from Cambridge

- Teacher Candidates will complete a project based on their Cambridge experiences and share these projects with their cohort peers upon return to the US. This project will include, but is not limited to, a School/Community Mapping activity, sample lessons, a comparison of the contexts, and content connections in literacy, mathematics, and science. The format and specifics of the assignment will be designed collaboratively

The following documents are completed by the University Facilitator based upon completion of all assignments and evaluations:

A. Assessment of Candidate Dispositions (*TK20)

- Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. In the final internship, a link through TK20 will be provided for candidates to self-assess their dispositions.

Relationship of Teacher Candidate Outcomes to U.S. Specific Course Assignments

Course Assignment	Outcomes
Core Beliefs Statement	1-12
Biweekly Reflections	10-11
Guided Observation Cycles	1-12
Formal Documentation of Progress	1-12

Notes:

- 1) *UFs reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*
- 2) *Year-long Teacher Candidates are allowed to substitute on a scaffolded schedule. Please see internship handbook for additional details.*

- 3) *George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.*

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Observations	<u>10%</u>	Ongoing
1-12	Core Beliefs Statement	<u>10%</u>	Week 1/ongoing
10-11	Biweekly Reflections/Photo Blog	<u>20%</u>	Every two weeks in US; Every week UK
1-12	Guided Observation Cycles (3) Final Summative Cambridge Project	<u>20%</u>	Summative Project: October 20th
1-12	Documentation of Progress-Midpoint	<u>20%</u>	See internship calendar
1-12	*Documentation of Progress-Final	<u>20%</u>	See internship calendar

*Designated performance-based assessment

Grading

The Graduate School of Education has approved the following grading policy for ELED 790.

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
1. Grades of *S (Satisfactory)* performance by an Teacher Candidate in Elementary Education will be documented using the course assignments, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
 2. A graduate Teacher Candidate who receives a *NC (No Credit)* grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.

3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the Teacher Candidate's performance.
4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
5. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office. Further, final grade will not be processed until all TK 20 tasks are completed and uploaded.
6. Teacher Candidates are responsible for documenting all requirements and materials for licensure.
7. Teacher Candidates are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) to TK20 through '*Assessments*' in Blackboard.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

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

Class Schedule

*Faculty reserve the right to alter the schedule as necessary with notification to students.

**Please see Internship Handbook, Internship Guidebook, and Internship Calendar*

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/>.
- 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/> .

Assessment Rubrics

(See Internship Handbook and Cambridge Handbook Supporting Documents)

TENTATIVE CALENDAR

Date/Week	Location	Possible Tasks	Assignment
Week of August 19th	FCPS/PWCS placement classroom	Assist with classroom set up	
Week of August 26th	FCPS/PWCS placement classroom SCHOOL STARTS	Get to know students and routines Observe/assist in VA Course assignments at Mason Make contact with UK teacher and get sense of curriculum for your visit Send intro video	Email UK teacher
Week of September 2 nd	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Course assignments at Mason	Lesson(s) to US students
Week of September 9 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Course assignments at Mason Teach lesson(s) regarding your trip to Cambridge to US students	Lesson(s) to US students
Week of September 16 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Course assignments at Mason Teach lesson(s) regarding your trip to Cambridge to US students	Lesson(s) to US students
Week of September 23 rd	Cambridge placement	Observe/assist in UK Lead lessons as asked Teach lesson(s) as necessary for course assignments *Schedule formal observation	Lesson plans as needed Reflections assignment
Week of September 30th	Cambridge placement	Observe/assist in UK Lead lessons as asked Teach lesson(s) as necessary for course assignments *Schedule formal observation	Lesson plans as needed Blog assignment
Week of October 7 th	Cambridge placement	Observe/assist in UK Work with small groups Lead lesson(s) as asked Teach lesson(s) as necessary for course assignments	Lesson plans as needed Blog assignment
Week of October 14 th	Cambridge placement	Observe/assist in UK Work with small groups Lead lesson(s) as asked Teach lesson(s) as necessary for course assignments	Lesson plans as needed Blog assignment

Week of October 21 st	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed Summative Cambridge presentation
Week of October 28 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of November 4 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of November 11 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of November 18 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of November 25 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of December 2 nd	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed
Week of December 9 th	FCPS/PWCS placement classroom	Observe/assist in VA Work with small groups Teach lesson(s) as necessary for course assignments	Lesson plans as needed