

**George Mason University
College of Education and Human Development Elementary
Education**

**ELED 543 Section 002
Child Development: Children, Family, Culture, and Schools (4-12 year olds)
Spring 2020 – 3 credits
Wednesdays 4:30-7:10, Krug Hall 253, Fairfax Campus**

Professor: Dr. Mandy Bean

Office Hours: By appointment; Facetime/Skype appointments can also be made

Office Location: Thompson 1803

Office Phone: (703)-993-5253* (use cell number provided in first class)

Email: abean5@gmu.edu

COURSE DESCRIPTION

- A. **Prerequisites:** Admission to Elementary Education licensure program
- B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
- C. **Expanded Course Description:** N/A
- D. **Course Delivery Method:** Face-to-Face
- E. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. It is a **hybrid course**: we will engage in eight face-to-face class sessions as well as six synchronous and asynchronous online discussions and activities. Class sessions will include small/large group discussions and tasks, lecture, and student led activities. See: <https://masononline.gmu.edu/course-delivery-methods/>

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
 - The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:

- <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Class Expectations

- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least twice per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.*
Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES

This course is designed to enable students to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. understanding of current research on the brain, its role in learning, and implications for instruction
5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

PROFESSIONAL STANDARDS

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

National Council for Accreditation of Teacher Education (NCATE) Program Standards for Elementary Teacher Preparation

1. 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 environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

InTASC Standards (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 #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.

Virginia State Technology Standards for Instructional Personnel:

- 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.

COURSE TEXTS

Required Texts

McDevitt, T. & Ormrod, J. (2015). *Child Development and Education*. (6th ed.). Pearson. Wood, C. (2017).

Yardsticks: Children in the classroom ages 4-14 (4th ed.). Turners Fall, MA:
Northeast Foundation for Children.

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870.

COURSE ASSIGNMENTS & EVALUATIONS

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

- **Assignment Descriptions**

- a. **Attendance and Participation – weekly**

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 attend all scheduled classes and asynchronous/synchronous online meetings outlined within the syllabus.** This is especially important given the short timeframe of these courses. 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.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. **Remember, participation is more than just talking.** Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. **To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned.** Additionally, laptops and cell phones are for emergency use only and it is expected that you will not use laptops and cell phones in class for purposes such as texting, social media, or phone calls. You may be asked to put your devices away.

- b. **Observation Journals (PAPER) – weekly**

Almost weekly, you will complete observation journals to synthesize the course readings and observations made on school sites and critically reflect on how those literature/observation connections inform future teaching practice. Just completing the readings and observing in isolated actions is not enough to maximize your learning opportunities. Therefore, we will use observation journals to analyze and reflect on how your observation inquiries connect to evidence-based research and apply to developmentally appropriate practice. You will need to purchase an actual journal or have a binder with your journal entry printed out. **PLEASE BRING YOUR JOURNAL TO EVERY CLASS.** We will not use them every week, but we might draw our discussions from them, so it's good to have it with you EVERY WEEK. I will choose 3 random times to look at your journals in class.

- c. **Physical Development Report – due April 19**

In your schools, you will observe the physical activity and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with an observation student. Based upon the data collected, you will use that data to:

- 1) **Describe the physical observations collected.** Consider comprehensively how we've discussed physical development. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview. Be very specific in your observation descriptions.*)
- 2) **Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement.** (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature?*)
- 3) **Explain the implications for practice.** (Think: *What does this research/observation connection mean for teachers? What does this mean for your observation student's overall development and learning?*)
- 4) **Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching.** (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

See rubric for description of specific requirements.

d. Community Mapping Activity: Group assignment – due April 1

In your field experience school groups, you will complete a community mapping activity and presentation shared between EDUC 542 and this course. The purpose of this activity is to familiarize you with the myriad of factors that influence students' daily school experiences.

As you work at your field hours schools, you will gather materials to create a presentation that introduces us to the following aspects of your school:

- 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) 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 is at the end of the syllabus. 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.*

e. Applied Developmental Scenarios (Two) – due May 3

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to TWO of four applied developmental scenarios. You can pick which scenarios you respond to for the assignment. Your response requires three parts.

- **Part 1: Highlight** the ecological and/or developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for this student and is important for the educator to consider?
- **Part 2: Integrate and analyze** the course readings to explain the relevance of the ecological and/or developmental capacities noted in the scenario. [*Keep in mind there are likely more than one ecological or developmental consideration within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.*] To show your knowledge and understanding of the course readings and how they apply to your work, you should use MULTIPLE course readings relevant to explaining the ecological and developmental capacities you noted in Part 1.
- **Part 3: Reflect** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for this particular student. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment, use the resources provided in class (i.e. observation journal, class discussions, mentor teacher dialogues, readings) as useful guides to thinking about the scenario. Remember to tackle the scenario as if you were the teacher and highlighting the research that supports your approaches to addressing the scenario.

You will complete your response to **each** scenario in 2-3 pages double spaced. Both of your responses will be uploaded TOGETHER (in one document) in Blackboard/Tk20.

2. Assignment Points and Grading

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Attendance and Participation	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Observation Journals	25 points	Weekly Checked 3 times across semester
1, 2, 5	Community Mapping Presentation	12 points	April 1
1, 3	Physical Development Report (PBA)	13 points	April 19
1, 2, 3, 4, 5	Applied Developmental Scenarios	25 points	May 3
		100 points	

Remember: Students enrolled in this degree program must earn a B or higher in all course work.

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+	88-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-87	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	

Grading Policy: All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu> 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.

3. Other Assignment Expectations

- All written assignments **MUST** be double-spaced, 1" margins and black, 12-point font (Times New Roman, Calibri or Arial). APA format is required. If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.
- All assignments must be submitted to Blackboard on the due date stated within the syllabus. All assignments must be saved with your Last Name and Assignment Title (e.g., Bean_Observation Reports).
- All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. There will be a deduction of points for late work.**
- 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

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

Professional Dispositions

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

CLASS SCHEDULE

Note: Calendar is tentative and may be modified according to course needs.

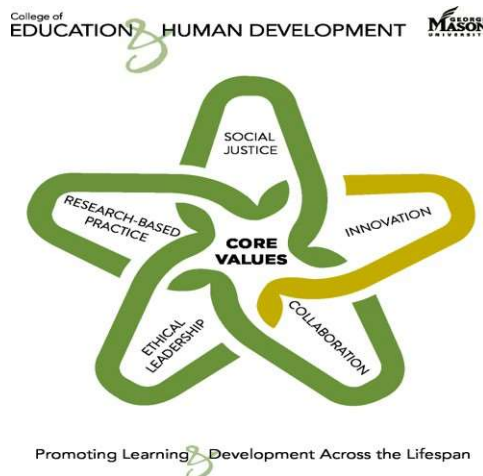
Date	Guiding Questions/Topics	Readings	Assignment
<p style="text-align: center;">Week 1 Jan 22 CAMPUS</p>	<p style="text-align: center;">Getting to know each other</p> <p style="text-align: center;">How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children?</p>	<p>Syllabus Review</p> <p>Blackboard: -Willing to Be Disturbed (emailed to students prior to class)</p> <p>McDevitt/Ormrod Chapter 1: p. 1-11</p>	<ul style="list-style-type: none"> • Read syllabus and assigned readings • Complete student information form (in class)
<p style="text-align: center;">Week 2 Jan 29 ONLINE</p>	<p style="text-align: center;">Theories of child development</p> <p style="text-align: center;">Ecological model of development</p> <p style="text-align: center;">How do we engage in developmental observations? [Reading on observation read in class]</p>	<p>Blackboard: -Bronfenbrenner (1994) (skip section 4) -Ecological Model Handout</p> <p>McDevitt/Ormrod Chapter 1: p. 11-32</p>	<ul style="list-style-type: none"> • Begin Observation Journal (always bring to both campus and online sessions)
<p style="text-align: center;">Week 3 Feb 5 CAMPUS</p>	<p style="text-align: center;">What does it mean to become a partner with families?</p> <p style="text-align: center;">How will you develop home-school partnerships?</p>	<p>Blackboard: -Halgunseth, Peterson, Stark, & Moodie (2009)</p> <p>McDevitt/Ormrod Chapter 3: p. 67-97</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations

<p>Week 4 Feb 12 ONLINE</p>	<p>How does the brain influence physical development and learning?</p>	<p>Blackboard: -Jensen chapter</p> <p>McDevitt/Ormrod Chapter 5: p. 152-184 and 192-195 Optional: p. 185-191</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations
<p>Week 5 Feb 19 CAMPUS</p>	<p>What is culture? What are our personal biases of culture?</p> <p>How does teachers' cultural biases impact children's development and learning?</p>	<p>Blackboard: -Towards A Conception of Culturally Responsive Classroom -But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy</p> <p>McDevitt/Ormrod Chapter 3: p. 97-112</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations
<p>Week 6 Feb 26 ONLINE</p>	<p>What do elementary teachers need to know to support students with mental health needs?</p>	<p>Online Modules</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations • Discussion Post
<p>Week 7 Mar 4 CAMPUS</p>	<p>What theories of cognitive development influence how we teach elementary students? Piaget/Vygotsky</p>	<p>McDevitt/Ormrod Chapter 6</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations
<p>Week 8 Mar 19 CAMPUS</p>	<p>Cognitive processes (metacognition) and Working with students with exceptionalities</p>	<p>McDevitt/Ormrod Chapter 7</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations

<p>Week 9 Mar 25 ONLINE</p>	<p>Catch-up week on past topics and work with your group on Community Mapping</p>	<p>No assigned readings</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Community Mapping Presentations
<p>Week 10 Apr 1 CAMPUS</p>	<p>Community Mapping Presentations</p>		<p>Community Mapping Presentation</p>
<p>Week 11 Apr 8 ONLINE</p>	<p>Emotional development & Development of the "Self"</p>	<p>McDevitt/Ormrod Chapters 11 & 12</p>	<ul style="list-style-type: none"> • Observation Journal • Work on Physical Development Report
<p>Week 12 Apr 15 CAMPUS</p>	<p>Self-Regulation Motivation Moral Development</p>	<p>McDevitt/Ormrod Chapter 13 & 14</p>	<ul style="list-style-type: none"> • Observation Journal • Physical Development Report due Apr 19
<p>Week 13 Apr 22 ONLINE</p>	<p>How does your knowledge of development apply to working with children who experience trauma?</p>	<p>Blackboard</p> <ul style="list-style-type: none"> □ Helping Students in an age of Terrorism □ Helping Elementary Age Children Cope □ Post-traumatic stress disorder in Children: What Elem Teachers Should Know □ NPR: To head off trauma's legacy: Start young 	<ul style="list-style-type: none"> • Observation Journal
<p>Week 14 Apr 29 CAMPUS</p>	<p>Peer Relationships Course Evaluations</p>	<p>McDevitt/Ormrod Chapter 15</p>	<ul style="list-style-type: none"> • Observation Journal

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/>.



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

GMU EXPECTATIONS, RESOURCES AND POLICIES

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 turned off 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, please visit our website <https://cehd.gmu.edu/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason's Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://cfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Beginning with Spring 2015 internships, 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.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- 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:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

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 field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application Deadlines:

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

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

PBA: Physical Activity Report

In your schools, you will observe the physical activity and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete eight hours of observation and one interview with your observation. Based upon the data collected, you will use that data to:

- **Describe the physical observations collected.** Consider comprehensively how we've discussed physical development. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview. Be very specific in your observation descriptions.*)
- **Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement.** (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature?*)
- **Explain the implications for practice.** (Think: *What does this research/observation connection mean for teachers? What does this mean for your observation student's overall development and learning?*)
- **Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching.** (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

Topic	Does Not Meet 0	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Describe the physical observations collected INTASC 1	Candidate does not describe observed students' physical development.	Candidate describes only some observed students' physical development with mention only of 1-2 sources of data.	Candidate describes all observed students' physical development with general discussion of observations and interview data.	Candidate describes all observed students' physical development with full discussion of observations and interview data.
Assess observations to typical development INTASC 1	Candidate does not discuss age appropriate physical development.	Candidate describes findings from physical development observations but does not incorporate general knowledge of student learners and learner development.	Candidate uses general knowledge of student learners and learner development to describe findings from physical activity observations.	Candidate uses detailed, research based knowledge of student learners and learner development to describe findings from physical development observations.
Implications of findings for future teaching INTASC 1, 2	Candidate does not use their knowledge of physical development literature to describe implications future teaching.	Candidate describes implications for future teaching but does not incorporate general knowledge of physical development literature.	Candidate uses general knowledge of physical development literature to describe implications for future teaching.	Candidate uses detailed, research based knowledge of physical development literature to describe implications for future teaching.
Activities for fostering healthy lifestyle INTASC 1, 2	Candidate does not use knowledge of human and physical development literature to explain activities that foster active healthy life styles in their future classroom.	Candidate explains activities for future classroom that foster active healthy life styles but does not incorporate general knowledge of human and physical development	Candidate uses general knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.	Candidate uses detailed, research-based knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.

		literature.		
Timeliness of Submission	Late	On Time		

Community Mapping Presentation

In your field hours school groups, you will complete a community mapping activity. 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. You and your peers at your field hours site will create a brief presentation (15-20 minutes max) that introduces us to the following aspects of your school.

	0	1	2
Visual tour of school	Not provided	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 20 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
			TOTAL: 12 points

