

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

ELED 545, Section C03 – Differentiating Elementary Methods and Management

3 Credits, Summer 2021

June 21 – July 24

Online Class, some synchronous classes will meet Mondays, 4:30 PM – 6:35 PM

Faculty

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Prerequisites/Corequisites

Admission to MEd in Curriculum & Instruction: Elementary Education licensure program, must be taken in programmatic sequence.

University Catalog Course Description

Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners. This course requires 15 hours of field observation.

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus:
<https://www2.gmu.edu/Safe-Return-Campus>

Course Overview

This course examines the principles of differentiated instruction, assessment, and classroom management and the intersection of the three. Teacher candidates will explore a variety of assessment strategies, as well as methods for using data to differentiate content, process, and product based upon students' readiness, interests, and learning styles. Teacher candidates will expand their repertoire of management techniques that support students' learning, motivation, and a positive, supportive classroom climate. This includes exploration of the relationship between classroom environment, student behavior, and student learning.

Course Delivery Method

This course will be delivered online (76% or more) using both a synchronous and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and Zoom. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 20th at 3:00 PM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/
 - Screencast-O-Matic - <https://screencast-o-matic.com/>

Expectations

- **Course Week:** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- 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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Students 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:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable candidates to:

- A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small

- group, and individualized/targeted instruction related to a specific content/strategy/skill instruction (INTASC 2, 7, 8; ACEI 3.1, 3.2)
- B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices (INTASC 2, 7, 8; ACEI 3.1, 3.2, 3.3, 3.5)
 - C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners
 - D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction (INTASC 6; ACEI 4.0)
 - E. Understands legal and ethical responsibilities associated with assessments used in PK-6 education.
 - F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6; ACEI 4.0)
 - G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress
 - H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6; ACEI 3.5, 4.0)
 - I. Explore the relationship between assessment and grading in a differentiated classroom (INTASC 6; ACEI 4.0)
 - J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds responsibility, self-discipline, self-regulation and supports motivation and engagement in learning (INTASC 2, 3; ACEI 3.4).
 - K. Understand the ethical, legal, and safety obligations when responding to student behaviors (INTASC 2, 3; ACEI 3.4)
 - L. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9, 10; ACEI 5.1, 5.2).
 - M. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

Professional Standards:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **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 #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.

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 3.5 Communication to foster collaboration**—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.

- **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.

International Society for Technology in Education (ISTE) Standards for Educators:

- Standard 7: Analyst – Educators understand and use data to drive their instruction and support students in their learning goals. Educators:
 - Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
 - Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
 - Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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

Required Texts

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD.

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

Additional selected readings will be posted on Blackboard

Recommended Texts:

Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (NOTE—also used in ELED 543)

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grade K-8*. (NOTE—also used in ELED 544)

Tomlinson, C. A. (2014). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). Alexandria, VA: ASCD.

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).

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Participation (20%)

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 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 be

reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for 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.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

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 according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

You will fill out an online participation form after each session. Please be honest about your participation. The rubric can be found towards the end of the syllabus.

b. Reflection on Video Lessons (20%)

You will view four lesson videos. You will analyze each lesson to determine what differentiation strategies were used in the lesson. You will identify ways the teacher differentiated the content, process, and product within the instruction, and how the teacher considered readiness, interests, and learning styles. You will write a reflection of your analysis for each video.

c. Differentiating a Sample Lesson (20%)

You will be given a list of students representing a typical classroom. You are to identify a lesson (from a teacher resource series, online source, VDOE or county provided lessons) and rewrite the plan so that it is differentiated to meet the needs of the students provided. Your rewritten plan should follow the Mason format and should incorporate strategies for differentiating content, process, and product by readiness, interest, and/or learning profile.

***This assignment will be submitted through VIA. The link is under Assessments.**

d. Instructional Analysis and Impact (40%)

You will **analyze the student learning data you collected from any assessments you administered within your instruction**. If you do not have assessment data, it will be provided to you. You will be expected to examine it to such a level that you are able to identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom. And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data. You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will “break the assessment down” to its skills and sub-skills. Rather, you will evaluate what the student demonstrated that he/she knew or did not know within each objective and you will pose implications for further instruction based on your analysis.

To summarize:

- You will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction.
- Evaluate what each student demonstrated that he/she knew or did not know within each objective.
- Identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom.
- Pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

2. Assignment Points

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
A - M	Participation	20	Ongoing
A, J, K. L.,M	Reflection on Video Lessons	20	June 28 June 30 July 12 July 14
A – G, I	Differentiating a Sample Lesson	20	July 7
A – I	Instructional Analysis and Impact	40	July 21
		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

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

***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).

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a

student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Professional Dispositions

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

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

Class Schedule

Class	Date	Guiding Questions/Topics	Readings/Assignments Due (prior to start of class)
1	June 21 Asynchronous	Learning Targets: <ul style="list-style-type: none">• I can define differentiation and why it is a necessary orientation in elementary classrooms.• I can explain the role of assessment in a differentiated classroom.	Readings: Tomlinson: Ch. 1 & 2 Doubet & Hockett, Intro Bb readings as assigned
2	June 22 Synchronous	Learning Targets: <ul style="list-style-type: none">• I can identify the elements of classroom community necessary for supporting differentiation.• I can describe the role of the teacher in a differentiated classroom.• I can recognize differentiated instruction in action.	Readings: Tomlinson: Ch. 3, 4, 8 Doubet & Hockett: Ch. 1 Bb readings as assigned Complete Module 2
3	June 23 Asynchronous	Learning Targets: <ul style="list-style-type: none">• I can identify elements of a quality curriculum.• I can use the standards to identify clear learning targets for students.• I can design and implement a variety of preassessment strategies to assess elementary learners in terms of readiness, interests, and learning profile.	Readings: Doubet & Hockett: Ch. 2 & 3 Bb readings as assigned Complete Module 3

4	June 28 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can use a variety of strategies to design effective, interactive, and engaging instruction. 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 4 Tomlinson: Ch. 6 Bb readings as assigned Complete Module 4</p> <p><i>Reflection on Video Lessons #1 Due</i></p>
5	June 29 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can describe and apply strategies used to differentiate instruction by readiness 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 6 Tomlinson: Ch. 9 Bb readings as assigned Complete Module 5</p>
6	June 30 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can describe and apply strategies used to differentiate instruction by interest and learning profile. 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 7 Tomlinson: Ch. 10, 11 Bb readings as assigned Complete Module 6</p> <p><i>Reflection on Video Lessons #2 Due</i></p>
7	July 5	No Class – GMU Holiday	
8	July 6 Synchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can describe and apply strategies used to differentiate instruction by content, process, and product. 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 8 Tomlinson: Ch. 12, 13 Bb readings as assigned</p>
9	July 7 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can identify the key features of assessment in a differentiated classroom. 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 5 Tomlinson: Ch. 14 Bb readings as assigned Complete Module 8</p> <p><i>Differentiating a Sample Lesson Due</i></p>
10	July 12 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can recognize the elements of effective teacher designed, selected response, and written response assessments. I can recognize and apply the concept of logical consequences 	<p>Readings:</p> <p>Charney, Ch. 6 Bb readings as assigned Complete Module 9</p> <p><i>Reflection on Video Lessons #3 Due</i></p>

11	July 13 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize the elements of effective teacher designed, selected response, and written response assessments. • I can critique premade assessments. • I can design assessment questions using a variety of questioning techniques. • I can identify and use strategies for responding to minor misbehaviors. 	<p>Readings:</p> <p>Charney, Ch. 7 Bb readings as assigned Complete Module 10</p>
12	July 14 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize the elements of performance-based assessments, rubrics, and portfolio. • I can critique performance-based, rubrics, and portfolios. • I can design performance-based, rubrics, and portfolios. • I can recognize and apply the concept of challenging behaviors 	<p>Readings:</p> <p>Charney, Ch. 8/9 Bb readings as assigned Complete Module 11</p> <p><i>Reflection on Video Lessons #4 Due</i></p>
13	July 19 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize the elements of effective student conferences and discussions as assessment tools. • I can plan for incorporating effective student conferences and discussions as assessment tools. • I can recognize and apply the concept of challenging behaviors 	<p>Readings:</p> <p>Charney, Ch. 14/15 Bb readings as assigned Complete Module 12</p>

14	July 20 Synchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can create a plan for recording assessment data and determining student grades. • I can identify the elements of an effective grading system in a differentiated classroom. • I can work with families to support student learning and behavior 	<p>Readings:</p> <p>Doubet & Hockett: Ch. 8 Tomlinson: Ch. 7, 15 Bb readings as assigned</p>
15	July 21 Asynchronous	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the elements of management that inform differentiation and assessment. • I can articulate a personal philosophy of differentiation and assessment. 	<p>Complete Module 14 <i>Instructional Analysis and Impact Due</i></p>

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 VIA should be directed to VIAbelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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 2022 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 2022 internship application deadline:

* Traditional Internship: *September 15, 2022*

* On-the Job Internship: *November 1, 2022*

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.