

George Mason University
College of Education and Human Development
Elementary Education
ECED 497-001 and ECED 497-003
Advanced Practicum in Elementary Education
6 credits
4 Days per Week, School Placement Hours and 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

*This course ***DOES NOT*** qualify as a Mason Core Capstone Course

Completion of this course *DOES NOT*** meet the requirements for licensure.

Registration Restriction: Admission to the Elementary Education program

Prerequisites: Attempted licensure tests, endorsement requirements, and ELED 480.

Recommended Corequisite: ELED 459-Research and Assessment in Elementary Education

University Catalog Course Description: *Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Requires observation, coteaching and teaching of lessons in PK-6 classrooms.*

Course Overview: The Advanced Practicum in Elementary Education is a 4-day per week, 16-week experience in one of the Mason Elementary PDS sites. During the Advanced Practicum, Teacher Candidates observe, assist and teach lessons. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher, and gradually increase their responsibilities across the semester. The Advanced Practicum provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into the profession.

Course Delivery Method: In 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 bi-weekly 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, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the Advanced Mentor

Teacher/Mentor Teacher for a period of two weeks.

Learner Outcomes:

This course is designed to enable Teacher Candidates 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 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 to encourage student development of critical thinking, problem solving, and performance skills.
4. Create 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. Foster active inquiry, collaboration, and supportive interaction in the classroom through use of knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting).
6. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
7. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
8. 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.
9. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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.

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 ELED 543**).

Course Performance Evaluation:

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

Assignment and Evaluations: **All assignments subject to change due to Covid-19 changes and*

restrictions.

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 on the **Advanced Practicum Evaluation Rubric– Numerical Form** by the University Facilitator.

A. Student Learner Chart (5%)

You will track your understanding of each of the learners in your classroom. This chart will include knowledge of student interests, readiness (literacy and math), social/emotional, and learner preference information. You may use the chart you started in ELED 580 and add to it if you are in the same placement for the spring semester.

B. Core Beliefs Statements (5%)

Prior to the start of your placement, you will revisit 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 Advanced Practicum 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 as required.
- You will use these ongoing revisions to inform your biweekly reflections.

C. Biweekly Reflections (20%)

- a. 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).
- b. 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 Advanced Practicum experience. Topics will be provided for the biweekly reflections.

For example: 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!

- c. You will post your biweekly reflections on Blackboard. Please note, the forms are due to your teacher by the date listed. The submission date is one week after the day the forms are due to your A/MT.

Biweekly #1 – Due to A/MT 1/6; upload no later than 1/13 (INTASC 9 &10)

Biweekly #2 – Due to A/MT 1/20; upload no later than 1/27 (INTASC 1,2,3)

- Biweekly #3 – Due to A/MT 2/3; upload no later than 2/10 (INTASC 4,5,6)
Biweekly #4 – Due to A/MT 2/17; upload no later than 2/24 (INTASC 7, 8)
Biweekly #5 – Due to A/MT 3/3; upload on later than 3/10 (Open)
Biweekly #6 - Due to A/MT 3/17; upload no later than 3/24 (Open)

D. Guided Observation Cycles (10%)

- a. You will engage in observation cycles with your peers and with your university facilitator in the two or more of the following core practices
- 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:

- Your university facilitator will identify a time that you will visit several ‘expert’ teachers to observe a classroom core practice.
- You will observe the classroom core practice and identify the essential elements of the practice.
- 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.
- 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%)

- a. You will use the Advanced Practicum Evaluation Rubric – 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:
- i. Observations of teaching
 1. During the Advanced Practicum semester the MT/AMT and UF will conduct observations of the Teacher Candidate’s teaching. In the BSED Advanced Practicum, the MT/AMT will conduct a minimum of four observations, and the UF will conduct two observations.
 - ii. Co-teaching
 1. The AMT/MT and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The AMT/MT and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.
 - iii. Lesson Instruction
 1. The Teacher Candidate will begin the Advanced Practicum observing the AMT/MT. 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.

2. Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their AMT/MT, (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 Advanced Practicum can be found in the Advanced Practicum Handbook (must be confirmed with AMT/MT and Site Facilitator).

iv. Use of Video

1. All Teacher Candidates will be using video for the purposes of enhancing their professional development across the Advanced Practicum. **It is imperative that you collect video evidence regularly as requested by your university facilitator and that you seek proper permissions for video use as required by your school site.**

v. Attendance and Professionalism

1. 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 the 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.

- vi. Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.

- b. The *midpoint* **Advanced Practicum Evaluation Rubric – Continuum Form (20%)** is completed by the Teacher Candidate, in collaboration with the AMT/MT. The Advanced Practicum Evaluation Rubric – Continuum Form should be shared with the University Facilitator at the midpoint conference and uploaded to Blackboard.
- c. The *end of semester* **Advanced Practicum Evaluation Rubric – 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 Advanced Practicum Evaluation Rubric—Continuum Form and should be shared with the University Facilitator at the final conference and uploaded to Blackboard and VIA/SLL.

F. Evidence of Technology Proficiency (10%)

- a. Teacher candidates must document that they have met the [TSIPS \(Technology](#)

[Standards for Instructional Personnel](#)). To do this, you will collect evidence of your understanding of and use of technology.

- b. To document technology proficiency
 - i. Add/link the syllabus for ELED 257: Integrating Technology in ELED Classrooms or other technology course completed (if applicable)
 - ii. A lesson with student-centered use of technology (can overlap with another assignment). Student centered use means K-6 students creating something with technology. Upload the lesson plan, a sample of student work (name removed), if possible, and a paragraph explaining how the technology enhanced your lesson/learning.
 - iii. Sample use of technology. This can include one or two pieces of evidence of a time you created something with technology (presentation, video, digital story, e-book, website). This can be something you did for a course or in your field experience/practicum. Include a paragraph that explains how the technology enhanced your lesson/learning.

G. Working With Military Families Modules (Required 10%)

- a. ***Digital Learning Modules: Supporting our Military Connected Children in School Settings: Moving them from Risk to Resilience.*** These modules were specially developed by our college to educate aspiring and practicing school personnel about the culture of the military, challenges frequently faced by military families, and strategies school personnel can use to meet the diverse needs of this special population. **Once you have completed the modules, please screenshot the last page of both modules and upload to Blackboard as evidence of completion.**
 - i. **To access and view the modules**, you will first need to create an account on TTAC Online: <https://ttaconline.org/Account/Register>. Once you login, you will be able to access modules via the following links:
 - ii. Module 1 - <https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5ClogeWNtaMn-Du/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience-->
 - iii. Module 2 - <https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CiohoVbMMilwUD/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience-->

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

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. **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 Chart	<u>5%</u>	Ongoing
1-12	Core Beliefs Statement	<u>5%</u>	Week 1 /ongoing
10-11	Biweekly Reflections	<u>20%</u>	Every two weeks
1-12	Guided Observation Cycles	<u>10%</u>	ongoing
7; 11-12	Technology Proficiency	<u>10%</u>	End of Week 15
1, 2, 4, 5, 7, 11, 12	Working with Military Families	<u>10%</u>	End of Week 15
1-12	Documentation of Progress/Advanced Practicum Evaluation Continuum -Midpoint	<u>20%</u>	See Advanced Practicum calendar
1-12	*Documentation of Progress/Advanced PRacticum Evaluation Continuum -Final	<u>20%</u>	See Advanced Practicum calendar

***Designated performance-based assessment**

Grading

The grading policy for ELED 490 is as follows:

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress).
 1. Grades of **S (Satisfactory)** performance by a Teacher Candidate in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
 2. A Teacher Candidate who receives a **NC (No Credit)** grade will not earn 6 credits unless he/she repeats all or part of the Advanced Practicum 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 Advanced Practicum. In such cases, the student will need to substitute 6 credits to complete the degree program.
5. The final grade will not be processed until the Summary of Advanced Practicum Days of Supervised School- Based Teaching and Final Grade is complete. Further, final grade will not be processed until all VIA/SLL tasks are completed and uploaded.

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 Advanced Practicum Handbook, Advanced Practicum Supplemental Documents, and Advanced Practicum 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 <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 <http://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 VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/VIA>. 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/> .

See Advanced Practicum Handbook and Supplemental Documents Guide for rubrics and additional assignment information.

Course Performance Evaluation

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