

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**  
***ECED 497-001 and ECED 497-003***  
***Spring 2024***  
***Non-licensure Clinical Experience –Elementary Education***  
6 credits  
4 Days per Week, School Placement Hours and Location

**Professor:** University Facilitators (UF) and Advanced Mentor Teacher (AMT)/Mentor Teacher (MT)

**Office Hours:** By appointment

**Office Location:** Thompson 1800

**Office Phone:** varies by University Facilitator

**Email:** varies by University 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 *Non-licensure Clinical Experience* in Elementary Education is a 4-day per week, 16-week experience in one of the Mason Elementary PDS sites. During the *Non-licensure Clinical Experience*, 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 *Non-licensure Clinical Experience* 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 (TCs) learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide TCs 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 biweekly and are conducted by UFs and/or AMTs/MTs. These discussion seminars provide TCs 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, TCs are expected to: observe instruction at various age levels, plan with individual AMT/MT and grade level teams and 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. (InTASC 4, 5)
2. Create differentiated learning opportunities that support children's intellectual, social, and personal development through application of understanding of how diverse children learn and develop. (InTASC 1, 2)
  3. Use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (InTASC 7, 8)
  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. (InTASC 3)
  5. Foster active inquiry, collaboration, and supportive interaction in the classroom through use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting). (InTASC 8)
  6. Plan and implement instruction based on knowledge of subject matter, students, the community, and curriculum goals. (InTASC 4, 5, 6, 7)
  7. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner. (InTASC 6)
  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. (InTASC 9)
  9. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (InTASC 10)
  10. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences. (INTASC 5, 7, 8)

### **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 a 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* (<https://doe.virginia.gov/testing/index.shtml>).

*Some excellent optional resources:*

- Charney, R.S. (2015). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Center for Responsive Schools, Inc.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in ELED 443**).

#### **Non-licensure Clinical Experience Documentation:**

Students are expected to submit all assignments on time to Blackboard (Bb).

\*Please note text in green indicates documents and forms available on Bb.

The following assignments will further your understanding of assessing, planning, and teaching. These create a holistic picture of performance and contribute to the determination of your final grade and completion of the *Evaluation Rubric– Continuum Form*.

##### **A. Student Learner Chart (7%)**

- Create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, assessment data, and learning preferences information.

## B. Core Beliefs Statements (3%)

- Write your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically) and post to Blackboard.
- At each biweekly, revisit, revise, add to, and/or modify your core beliefs statements.
- Post updated version to Bb at the end of the semester.

## C. Biweekly Reflections (6%)

- Submit a biweekly reflection to Bb every two weeks.
- Biweekly reflections connect to core beliefs and help generate specific goals. Goals are represented in the teacher objective in lesson plans.

*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!*

- Possible topics for biweekly reflections:
  - Learner Development (InTasc 1)
  - Learner Differences (InTasc 2)
  - Learning Environments (InTasc 3)
  - Planning Instruction (InTasc 4,5,6,7,8)
  - Professional Growth and Ethical Practice (InTasc 9)
  - Leadership and Collaboration (InTasc 10)
  - Other

## D. Observations of teaching (6%)

- In the 6-credit *Non-licensure Clinical Experience* the MT/AMT will conduct a minimum of two formal observations, and the UF will conduct one formal observation.
- Use of Video-GoReact
  - All Teacher Candidates will be using GoReact video-aided reflection. *It is imperative that you collect video evidence regularly as requested by your UF.*

## E. Complete Assessment of Professional Dispositions in the Field (4%)

- Complete the Professional Dispositions in the Field Self-assessment using the link on Blackboard.

## F. Monthly log of hours (1%)

## G. Summary of hours (1%)

- H. Complete *Midpoint Evaluation Rubric – Continuum Form* (36%)** in collaboration with AMT/MT. Review and discuss the Rubric with the UF at the midpoint conference and upload to Blackboard.
- I. \*Complete *Final Evaluation Rubric – Continuum Form* (36%)** in collaboration with AMT/MT. Review and discuss the Rubric with the UF at the final conference and upload to Blackboard and VIA.

Additional required documentation – see Bb

**Monthly log of hours**

**Summary of hours**

\*\*UF reserves the right to alter assignments as necessary with notification to students.

**Course Performance Evaluation Weighting**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Chart	<u>7%</u>	Ongoing
1-12	Core Beliefs Statement	<u>3%</u>	Ongoing/ April 22
10-11	Biweekly Reflections	<u>6%</u>	Every 2 weeks
1-12	Observations of Teaching	<u>6%</u>	April 22
2, 4, 7, 10, 11	Professional Dispositions in the Field	<u>4%</u>	April 16
	Monthly Log of Hours	<u>1%</u>	Complete for Jan., Feb., March, April Submit: April 22
	Summary of Hours	<u>1%</u>	April 22
1-12	Midpoint- Evaluation Rubric-Continuum	<u>36%</u>	Feb. 23
1-12	*Final- Evaluation Rubric-Continuum	<u>36%</u>	April 16

**\*Designated performance-based assessment**

**Grading**

The College of Education and Human Development (CEHD) has approved the following grading policy for ECED 497-001 and ECED 497-003:

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress).

1. Grades of *S (Satisfactory)* by a TC in Elementary Education will be documented using the course assignments.
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 *Non-licensure Clinical Experience* 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 AMT/MT and the UF shall determine the interim and final grades jointly after consultation. If they cannot agree, the Academic Program Coordinator (APC) 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 TC 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 *Non-licensure Clinical Experience*. In such cases, the student will be counseled out of the *Non-licensure Clinical Experience* although not necessarily out of the degree program.
5. The final grade will not be processed until the Summary of Hours - Fall or Summary of Hours - Spring and all assignments are submitted.

### **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/polices-procedures/>

**Class Schedule:** \*See *Division Calendar and Non-licensure Clinical Experience 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](mailto: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 “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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