



FAST TRAIN Programs

EDUC 511: Introduction to Teaching in International Schools

Syllabus – Fall 2011 – Online Course

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Contact Information: (how and when you can be contacted – Skype ? online? Telephone?)

Course Description: This course focuses on the structure and variations of international schools and human growth and development of their students. This includes the examination of international education, its mission and philosophies; comparative models of international education; the relationship between models of international education and patterns of student development; and parameters of effective instruction.

Please make sure you read the complete syllabus. There is a lot of important information in this document which will help you finish the class smoothly. On the last few pages you will find important information you will need to complete the assignments. Included are information you will need for the “Disposition Statement”, Child/Adolescent Study Guidelines and field experience.

GMU graduate classes all use APA Formatting for final papers. Make sure you have read the guidelines which I have put onto Bb which explain the APA formatting rules. They are very easy, once you get used to it. Many students continue to forget that the reference page should be ‘backward indented’! This means the first line is **not** indented, but the second one is. Follow the guidelines and make sure you use APA formatting in all your papers.

Plagiarism is a serious offence and it is grounds for dismissal from FAST TRAIN and the University. If you are uncertain about your work please contact me. APA clearly outlines the guidelines for the use of others work and anything used from the web must follow those guidelines and be clearly referenced. Exemplars given for assignments in this class **CANNOT BE COPIED**.

Student Outcomes

- a. To become familiar with the role and purpose of schools, as well understanding contemporary issues in the international school community. (INTASC Standards 7,9,10)

- b. To become familiar with school student characteristics - including the stage theories of development, age-level characteristics and student variability. (IN 2,3)
- c. To identify and analyze issues related to education in a pluralistic and multicultural setting and society. (IN 5,7)
- d. To become familiar with principles in educational psychology that affect learning. (IN 5,6)
- e. To understand the parameters of effective instruction - including behavioral learning theory, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education. (IN 4,5)
- f. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions. (INTASC Standards 7,9,10)

Relationship to Program Goals and Professional Organization

EDUC 511 is the introductory course in FAST TRAIN, a program that prepares elementary and ESOL teachers for international schools. FAST TRAIN applies the goals of GMU elementary and ESOL education curriculum to an international context. EDUC 511 addresses the program goals that address educational foundations, especially in human growth and development and psychology. In addition, EDUC 511 primarily addresses the following Standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 511 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #2 Ethical Leadership
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #5 Social Justice
Standard #3 Learning Environments	Standard #3 Model Digital-Age Work and Learning	

Standard #9 Professional Learning and Ethical Practice	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #10 Leadership & Collaboration	Standard #5 Engage in Professional Growth & Leadership	
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Further, EDUC 511 addresses the following essential understandings in the PYP Level I Award Programme at an introductory (awareness) level:

- A. International education and the role/philosophy of the IBO programmes.
- B. Curriculum frameworks (principles, structures and practices).
- C. Curriculum and instructional design.
- D. Curriculum articulation
- F. Teaching methodologies and the support of learning
- G. Differentiated teaching strategies
- H. Selection and evaluation of teaching and learning materials
- I. The principles of assessment
- N. The principles and process of reflective practice
- O. Collaborative working: planning, implementation and evaluation.

College of Education and Human Development: Statement of Expectations

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they registered. No absences are accepted. On-Line class sessions are Thursday to Wednesday evening; new moderation assignments will begin each Thursday (Eastern Standard Time, USA) and the Discussion Board (DB) will close Wednesday evening at midnight.

In the online Blackboard learning environment, attendance is assessed by active weekly participation on the Discussion Board. Failure to post relevant and thoughtful comments in a timely manner each week is considered an absence. Our class discussions are held on-line; the more relevant information we discuss – the more you will get out of the class. Simply logging on to Bb will not count as participation.

Class discussion is a factor in grading; instructors may use absence, tardiness, or lack of relevant posting as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog, 2011).

If online learning is new to you, think about this class the same as if you were physically attending class at MASON. ***You would be here a minimum of 3 hours during the week reading and posting on the Discussion Board. Expect a minimum of an additional 4 - 6 hours of work (readings, writing, reviewing) per week.*** Set aside time during your week to focus on EDUC 511, including posting on Db.

Late Work/Submissions

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Up to one week prior to the due date*, you may submit any drafts of your work for review and editing. Once your work is submitted and graded, the grade is final. *Work submitted more than one week late will be reduced one letter grade for every day of delay.*

There is an excellent online Writing Lab available at GMU and several resources for writing support provided on the Bb site. If written work is not considered graduate level, but has been turned in on time, there is the option that the professor may ask the student to take their paper to the Writing Lab for extra help. Take advantage of this opportunity, and learn from it.

Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that 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.

Nature of Course Delivery

This course is delivered in a series of inquiry-based learning experiences that include individual assignments, and informed discussion. Courteous and cooperative learning is encouraged between and among all participants. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason Catalog, 2009).

GMU E-mail: Web: www.gmu.edu/email

Incomplete Grade (IP):

Students requesting an incomplete must: be in “good standing” with all assignments on time at graded B or higher as well as all Db participation up-to-date. An incomplete can only be given in extraordinary circumstances (documented) and with the approval of the instructor and FAST TRAIN advisor. A contract must be completed and a date for finishing approved. Once the date has passed the IP automatically turns into an “F” on the transcript and cannot be recinded.

Course Withdrawal with Dean Approval

For graduate and non degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for **nonacademic**

reasons that prevent course completion.(Mason Catalog, 2009).Students requesting withdrawal from a course must first contact their instructor, if the instructor approves the withdrawal, student contact the FAST TRAIN office.

Text:

Woolfolk, A.E. (2008). *Educational psychology* (11th edition). Needham Heights, MA: Allyn and Bacon.

Web Sites you may be interested in using:

International Baccalaureate Organization

<http://www.ibo.org/>

Virginia Standards of Learning

<http://www.knowledge.state.va.us/main/sol/sol.cfm>

American Psychological Association –<http://www.apa.org>

Child Abuse Prevention

http://www.vcu.edu/vissta/training/va_teachers/requirements.html

(training module)

U.S. DOE, Education Resources Information Center

<http://www.askeric.org/Virtual/Lessons/Guide2.html>

The Gateway Collection of Lesson Plans (U.S. DOE)

<http://www.thegateway.org./collections.html>

Education World – Lesson Planning

http://www.education-world.com/a_lesson

Course Evaluation Guidelines

Students are expected to read the assigned material **ahead** of the Bb Discussion topic, be prepared with relevant and timely comments, and participate in all Bb class discussions. The final grade will be based on the following course requirements:

Dispositions Statement	15%	Due September 28
Classroom Management/Action Plan	20%	Due October 19
Influences on Learning & Student Engagement	20%	Due November 16
Child/Adolescent Study Assignment		

And Field Experience Reflection	25%	Due December 10
Bb Moderation	5%	
<u>Bb Moderation/Discussion Postings</u>	15%	Weekly for 15 weeks
	100%	

Child Abuse Prevention Module	S/U	September 14
Field Experience Requirements	S/U	Due December 10

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

* IMPORTANT – for any questions you may have regarding your Field Work requirements, please contact Mary Hawkin at mhawkin7@gmu.edu, your Field Work Coordinator.

Grading System: Graduate Coursework

Grading Scale: 100 = A+, 99-94 = A, 90-93 = A-, 89-85 = B+, 80-84 = B, 70-79 = C, below 70 = F

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.
Unsatisfactory: incomplete and/or low quality of assignments submitted more than one week late from due dates.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. Grades of C or below are unacceptable for graduate credit and/or licensure and will have to be redone. All course assignments and *field experience activities must be satisfactorily completed before the final grade is awarded.*

APA Guidelines

All written work is expected to be of high quality and to follow APA guidelines for presentation of material. Students may use the Online or onsite writing center at Mason for assistance or two external links provided on Bb for support.

Assignment Guidelines

I. Child Abuse, Neglect and Intervention (INTASC Standards 2,3,6,7, and 10)

DUE September 14

This on-line training module will provide an overview on child abuse and neglect. Students will find the tutorial at the following web site:

www.vcu.edu/vissta/training/va_teachers/requirements.html

Plan to spend about two hours for the completion of the training session. Once you have completed the training you will be able to print a certificate that verifies your completion of the training. This certificate should be kept by the student for licensure purposes.

The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect

This module is a licensure requirement, it must be completed prior to applying for licensure and the printed certificate attached to your application for Virginia licensure.

II Discussion (Db) Postings (15%) (INTASC 2-7, 9, 10) – Weekly for 15 weeks

We will cover more than 20 topics during the class. Each participant will be responsible for **contributing a minimum of twice weekly**. (Other than moderator responsibilities). Participants should try to contribute more than twice weekly, the more you participate in class the more you will get out of it. You should plan to have your readings finished by the Thursday/Friday of the week, and post your first posting by Saturday or Sunday. You need to return to the discussion site, to read other students comments and posting, then add your own. Remember the more we contribute – the more you will get out of the class. Your posts are automatically monitored by day/time through the Blackboard site.

Your discussion posting should be thoughtful and critically reflective. Just posting “I agree” or “I think the same” *does not count and is considered inadequate for graduate level work*. Your responses should reflect the connections you are making in your reading, between and among chapters, your teaching experiences and your professional activities. You may relate your experiences, as long as they are relative to our discussion topic, and our readings.

To Overview

1. You are required to post an answer at least twice a week and reply to two of your classmates postings. Posting your answers on Wednesday, the last day of our week – is not considered timely, your classmates do not have time to reply to your posting. This may incur in a lowered grade. You must post early in our week (try to post by Sunday EST) so that other students may respond, and this will create our discussion.

2. You must then reply to two of your classmate’s responses. This, again, will help generate our discussion.

3. Read *your original* reply to see your classmate’s replies/responses – answer any relevant questions.

4. Enjoy the discussions, share, ask questions and have fun in the class!

Assessment Rubric for Weekly Discussions:

Excellent (90-100)

Consistently asks thoughtful, analytic questions or makes astute observations that indicate reflection and reading of assigned material. Participates very actively in class discussions (on-line).

Competent (80-89)

Frequently asks questions or makes observations that indicate reflection and some reading of assigned material. Participates very actively in class discussions. May be absent one time.

Minimal (70-79)

Rarely asks questions or makes observations that indicate familiarity with the assigned readings. Does not participate actively in class discussions. May be absent two times.

Unsatisfactory (69 or below)

Does not ask questions or make any observations that indicate reading of assigned material. Does not participate in small groups and is frequently absent.

Moderation Tasks

1. . Each week two people will be assigned as moderators for the week's discussions. You should contact each other prior to the date and come up with three discussion threads on the readings to be posted for that week.
2. . Moderation teams will send (e-mail) me their questions on the Tuesday before their week begins. For example, if your week's moderation assignment begins on a Thursday , I should receive the moderation questions to post no later than the Tuesday before. I will post your questions on Bb.
3. The questions should be based in the chapters assigned or the readings.
- 4.. Once the questions are posted, each team member should respond to your classmates replies – in a way that goes beyond the initial questions and raises more curiosity and inquiry on the part of the discussants. (Team members do not need to answer the questions) Moderators are in charge of the discussion.
- 5.. During the week the moderation team members should log on again, prompting more inquiry and responding to the threads of the 'conversation.'
6. A few days after the close of your moderating week, (by the following Tuesday) the moderation team will submit a short summary of the week's discussion – along with highlighting topics which were read about – but may not have been discussed with the questions written. In other words, whatever you feel was important in the Chapter – please highlight it in your summary. **The moderating team will post the summary onto the Discussion Board.**

Moderation Rubric

Excellent (90-100)

Has created thoughtful, analytical questions to be posted onto the Discussion Board. Consistently asks thoughtful, analytic questions of other students responses. Is on-line frequently prompting discussions of other students responses.

Competent (80-89)

Questions created did not have much thought put into them. Sometimes has responded to students responses, hasn't been on line much.

Minimal (70-79)

Questions showed that student was not familiar with the assigned readings. Has only been on line three or four times during the week prompting a discussion.

Unsatisfactory (69 or below)

Has not responded at all to the discussion questions.

III. Dispositions for a Career Educator* (15%) Performance Based Assessment **(INTASC Standard 9, PYP-IB N, O) – Due September 28**

The College of Education and Human Development along with national and international organizations promote maintaining standards of professional competence. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: content knowledge, pedagogical skill and professional dispositions.

This assignment requires you to consider the professional performance criteria for career educators and the IB Learner Profile. You will write a 4-5 page **reflective essay identifying your professional strengths, areas for development with respect to the Dispositions of a Career Educator and the IB Learner Profile.**

IMPORTANT: This is not a paper of *how you would teach*, but what your strengths or weaknesses you believe you have with respect to the Dispositions of a Career Educator and the IB Learner Profiles, *clarified and substantiated with sufficient evidence.* For example, even if you have not taught before, but you have worked in an office, you could tell me that you have “advanced your profession” (found under Commitment to the Profession) – because you have taken outside courses to improve yourself in respect to your job.

You will sign the “Dispositions for a Career Educator” form and submit the form at the end of the class, along with your field work paperwork. Submit this to Mary – mhawkin7@gmu.edu. The Dispositions for a Career Educator are found in the next page of this syllabus.

For grading details please see the rubric and/or grading guidelines at the end of the syllabus.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is “Dispositions for a Career Educator.” If you are an elementary

student you *must* post this paper onto TASK STREAM. If you are an ESL candidate you can submit this paper under additional artifacts to TASK STREAM or you can choose not to do so (your assignment will be graded as directed by the instructor).

Elementary Teacher Candidates: Teacher Anthology and Performance Based Assignments

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

Elementary Students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be effected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/portfolio/ for more guidelines about the anthology requirement.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "Dispositions for a Career Educator." [This assignment must be posted to Task Stream, where it will be reviewed and graded.](#)

ESOL Students Candidates

The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process. You may want to use this paper in your Professional Development Portfolio. ESOL students are not required to post this assignment to TASK STREAM.

George Mason University Graduate School of Education

Professional Performance Criteria

Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

Commitment to the Profession

- a. Promoting exemplary practice
- b. Excellence in teaching and learning
- c. Advancing the profession
- d. Engagement in partnerships

Commitment to Honoring Professional Ethical Standards

- a. Fairness
- b. Honesty
- c. Integrity
- d. Trustworthiness
- e. Confidentiality
- f. Respect for Colleagues and students

Commitment to Key Elements of Professional Knowledge

- a. Belief that all individuals have the potential for growth and learning
- b. Persistence in helping individuals succeed
- c. High standards
- d. Safe and supportive learning environments
- e. Systematic planning
- f. Intrinsic motivation
- g. Reciprocal, active learning
- h. Continuous, integrated assessment
- i. Critical thinking
- j. Thoughtful, responsive listening
- k. Active, supportive interactions
- l. Technology-supported learning
- m. Research-based practices
- n. Respect for diverse talents, abilities and perspectives
- o. Authentic and relevant learning

Commitment to Being a Member of A Learning Community

- a. Professional dialogue
- b. Self-improvement
- c. Collective improvement
- d. Reflective practice
- e. Responsibility
- f. Flexibility
- g. Collaboration
- h. Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

- a. Understanding systemic issues the prevent full participation
- b. Awareness of practices that promote equity and access
- c. Respects the opinion and dignity of others
- d. Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

In addition, candidates for initial teaching licensure in elementary education are assessed on the following standards:

- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-based theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Is punctual and prepared for all responsibilities
- Meets all expectations for professional behavior

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. I also understand that my development toward the acquisition of such professional dispositions will be part of the Elementary Program assessment process.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education
(Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)

IV. Classroom Environment/Management and Action Plan (INTASC Standards 2,3,4,5,9)
(20%) – DUE Wednesday, October 19

The purpose of this assignment is to help you reflect on the relationship between your philosophy of education and your style of management in your classroom (now or future). Your paper should range from 5-8 pages in total length. APA format required.

- 1) Write a brief review of the current practices that you use (or intend to use) to manage your classroom environment that reflect your professional philosophy/dispositions toward teaching and learning. What values are you trying to support for your students? How would the Learner Profile affect your management strategies? Analyze those elements of your management strategy that are working effectively and those that need improvement.
- 2) Read the textbook chapters on Classroom Environments/Management and the article provided on Bb. Identify and read three additional readings, of your own choosing, on the topic of classroom environment/management. Do not rely on Woolfolk's readings only – do some research and find other classroom management ideas.
- 3) Based on the above readings and the analysis of your teaching philosophy and management plan, briefly describe 5 potential strategies that you will consider using in the classroom prior to the use punishment or punitive measures in the classroom (no more than three pages total). First name the concept (i.e. Proximity) then define the concept and provide an example of how proximity would be used in the classroom and/or why it is effective (comprehension and then application). Plan on approximately one paragraph per concept.
- 4) Create a written action-plan to be in your classroom or field experience that identifies two of the strategies you have selected, your reasoning behind the selection, and how it relates to your philosophy of teaching/learning.

For grading details please see the rubric and/or grading guidelines at the end of the syllabus.

V. Influences on Learning and Student Engagement (INTASC Standards 2, 3, 5; PYP IB A, G) (20%) DUE NOVEMBER 16

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, third culture kids (TCK's), gifted and talented students, the effects of divorce on children, inclusion in international schools, mobility/transition,

cultural influences on teaching/learning, language/learning, learning disabled students... have your topic approved by your instructor.

Review several sources for your paper including the IBO website on special needs/issues. Two to three of your sources should come from traditional references such as referred journals or books. You may use the internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. As you research the concept you may find that it is too broad in nature and consequently you may have to narrow or modify your topic as you conduct your search and develop your paper.

Read and review what you have found, then select a minimum of four sources for the report of your key findings on the topic (limit the length of the paper to 4-6 pages of text). Please note the paper is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a teacher. In addition, supply at least five on-line resources that your colleagues can draw upon to find resources on your topic. Use sub-headings as a way to organize the paper into various sections. Use the APA format to reference your sources within the document and to provide a listing of the references at the end of the paper.

Use the information from your paper in the Bb Discussion of learning influences.

For grading details please see the rubric and/or grading guidelines at the end of the syllabus.

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VI. Child/Adolescent Study* – 25% DUE December 10

You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews and write paper that describes the key findings from the Child/Adolescent Study. It is important that you read this guideline NOW so that you know what you will be writing about for this assignment.

The purpose of the study is to begin to learn about international children in a holistic sense. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students. It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient activities and observations with your target student.

***SEE Child Study Guidelines document for much more detail on this requirement**

For grading details please see the rubric and/or grading guidelines at the end of the syllabus.

VII. Field Experience Reflection* – DUE December 10

The field experience is a required component of the teacher preparation program at George Mason University. Each student in EDUC 511 is required to complete 20 hours of field work; half in lower primary (K-2) and half in upper elementary (3-6). Your Child Study Assignment is designed to be embedded into your 20 hours of field work.

If you are currently employed you will need written approval from your immediate supervisor to complete the field experience portion of this class, contact Mary Hawkin (mhawkin7@gmu.edu) for information. If you need a placement you will need to contact Mary Hawkin for placement information (domestic) or placement guidelines (international). You need to arrange your field experience in order to be able to complete your assignments appropriately.

EDUC 511 OBJECTIVES FOR FIELD PLACEMENT (four pages)

Total Number of Hours Required: 20

Placement Site: Public or private elementary school classroom, (For Elementary majors: ten hours K-2 and ten hours 3rd-6th grade; for ESL majors ten hours elementary and ten hours middle school or secondary). For those seeking the IB Level I Award, field experience should take place in an authorized IB school where possible.

Objectives:

1. To become familiar with student characteristics - including the age/stage developmental theories; age-level characteristics; and student variability/diversity.
2. To observe the role of teachers in lower primary and upper elementary school settings and gain experience in working with elementary school students.
3. To become aware of the ways in which educational theories and research in the areas of: motivation, individual differences, student engagement including the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment is applied to instruction.
4. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation, and humanistic approaches to education.
5. To assess one's potential to assume the responsibilities of a teacher

Required Activities:

1. You will observe two teachers and assist in the classrooms by working with

individuals and small groups of students as deemed appropriate by the teacher (a minimum of 10 hours in an early childhood setting, K-2, and 10 hours in a 3rd – 6th grade classroom is required for licensure for elementary. ESOL may have 10 hours at lower grades (K-6) and 10 hours at upper grades (7-12).

2. You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews and write paper that describes the key findings from the Child/Adolescent Study – **Due December 10**

The purpose of the study is to begin to learn about international children in a holistic sense. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students.(See appendix for outline of Child - Adolescent Study/Learner Profile). It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient activities and observations with your target student.

3. You will write a two - three paragraph reflective statement about your overall field experience activities and what you learned from your experiences, including the two management strategies outlined in Assignment #3. **Due December 10**
4. The Field Experience Evaluation Form and Observation Form will be completed by the student and signed by the cooperating teacher/supervisor and **posted onto TaskStream under “Fieldwork Logs – EDUC 511” no later than December 10.** The forms are to be filled out by your observing teacher. Some may not apply to you, just put N/A in those lines. **NO final grades will be issued until this is completed.**

Field Experience Record

Mason Student: _____

Cooperating Teacher: _____

Gnumber: _____

Title: _____

Course: _____

Years Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

9/15/2011

Field Experience Evaluation Form
(for courses that do not require a teaching evaluation form)

Mason Student: _____

Gnumber: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Proposed Course Schedule Fall 2011

Week	Assignments	Readings
Aug. 31	<p>Welcome to EDUC 511</p> <p>In the Discussion Board area, under the heading <i>Welcome</i> - write a brief introduction about yourself. You may answer these questions to get started: How long have you been in the Fast Train program? Where do you live? What are your future teaching related goals? What is your international experience? Your teaching experience? Tell us a little about yourself...married? Children? Single?</p> <p>Review requirements in Course Schedule and post any questions you have under the Question/Answer section. Please use this area to ask any course related questions. Remember there is <i>no</i> such thing as a stupid question!! If you have personal questions to ask me, you may use the GMU email.</p>	<p>Read Syllabus and Course Schedule. The syllabus is the contract for this course; make sure you are familiar with the requirements, deadlines and grading policies.</p> <p>Read Navigating Blackboard.</p> <p>Begin to read <i>Woolfolk: Educational Psychology Book Chapter 1: Learning, Teaching and Educational Psychology</i></p> <p>Take some time to peruse the Educational Psychology book. There is a lot of information in it which you may find helpful in the next few years. The web pages, the pod casts, the interview questions – are all worth looking at.</p>
September 7	<p>Questions to consider during your reading – Post comments on Discussion Board</p> <p>What is good teaching?</p> <p>How does theory guide practice?</p> <p>What are the attributes of a good teacher? In what ways are these attributes cross-cultural?</p>	<p>Woolfolk: Educational Psychology Book Chapter 1: Learning, Teaching and Educational Psychology</p> <p>Chapter 13: Teaching Every Student pgs 454 – 472.</p>
September 14	<p>Begin to draft your Dispositions Statements. Remember this is a reflection on the dispositions listed.</p> <p>Moderators: <i>to be announced</i></p>	<p>Chapter 2 Cognitive Development and Language</p> <p>Find and read an article on language development or second language acquisition –prepare a brief overview/summary (2 paragraphs) of your article</p>

		to the class and engage in discussion on discussion board.
September 21	<p>Review APA format information (in Examples and Formats Files) Become very familiar with this style of writing. All papers are to be written in APA format.</p> <p>Dispositions Statement are Due by Wednesday, September 28 midnight, EST</p> <p>Review Field Experience and Child Study information</p> <p>Be sure to ask relevant questions of other members of the class, making connections to your readings and engaging in critical reflection. A strategy which is to be used throughout the course.</p> <p>Field Experience should be set up and started the week of October 6th. Contact Dr. Sherry Steeley ssteley@gmu.edu</p> <p>Moderators: <i>to be announced</i></p>	Chapter 3: The Self, Social and Moral Development
September 28	<p>Questions to Consider –</p> <p>Have you ever done a learning styles survey? If you have never done one, take a survey to find your learning style/multiple intelligence. Try to find a survey for children – share this information in our Discussion Board.</p> <p>Investigate the services available in your school for special needs students; discuss in Db what</p>	<p>Chapter 4: Learner Differences & Learner Needs</p> <p>Chapter 13: Pgs 477-487 (Differentiated Instruction) - 490</p>

	<p>you found and what questions were raised.</p> <p>Read Child Study information – begin to prepare for your study.</p> <p>Do we differentiate only for those language challenged? Or for all students? Is this fair?</p> <p>It might be a good idea to begin a resource book of ‘best practices’ that you come across in your research or things that we share in this class.</p> <p>Moderators: <i>to be announced</i></p> <p>Dispositions Essay Due</p>	
October 5	<p>Begin to research for your classroom management paper.</p> <p>Decide which 2 management plans you can use in your field experiences beginning next week.</p> <p>Begin to write up your draft for Classroom Management/Action Plan – Due October 19.</p> <p>Moderators: <i>to be announced</i></p>	Chapter 5: Culture and Diversity & <i>Third Culture Kids</i> (Bb Course Materials)
October 12	<p>Classroom Management Paper Due October 19</p> <p>Moderators: <i>to be announced</i></p>	<p>Theories of Learning</p> <p>Chapter 6: Behavioral Views of Learning</p>
October 19	<p>Classroom Management Paper Due</p> <p>Moderators: <i>to be announced</i></p>	Chapter 7: Cognitive Views of Learning
October 26	<p>Continue work on child study and field experience requirements.</p> <p>Moderators: <i>to be announced</i></p>	Chapter 8: Complex Cognitive Processes

November 2	<p>Locate four sources of information and five on-line resources for your Influences on Learning Paper, Due November 16. Begin to outline a draft of your paper (3- 5 pages maximum following APA format.</p> <p>Implement your two strategies from your action plan into your classroom practice and/or field work (to be reported as part of the field experience reflections)</p> <p>Moderators: <i>to be announced</i></p>	Chapter 9: The Learning Sciences and Constructivism
November 9	<p>Respond to Db Questions Begin work on Child Study</p> <p>Finish Influences on Learning Paper due on Wednesday, November 16.</p> <p>Moderators: <i>to be announced</i></p>	Chapter 10: Social Cognitive Views of Learning and Motivation
November 16	<p>Questions to Consider – What is the difference Teacher Directed Instruction and Inquiry Learning? What does collaboration mean to you? How can teachers support the development of self-efficacy and self-regulated learning?</p> <p>Write a short paragraph about your Learning Influences topic to share with the class about your research. Share information that your classmates will find useful in their teaching careers. List the five websites that you have referenced in your Influences on Learning Paper.</p> <p>Put this under the Influences on Learning Topic Db</p> <p>Moderators: <i>to be announced</i></p> <p>Learning Influences Paper Due</p>	Chapter 11: Motivation in Learning and Teaching
November 23	Thanksgiving Break	.
November	Finalize work on Child Study and Field	Chapter 12: Creating Learning Environments

30	Experience Paper due December 10 Moderators: <i>to be announced</i>	
December 7	Last Class Moderators: <i>to be announced</i>	Chapter 14: Classroom Assessment pgs 503-512
December 10	All documentation of Field Experience DUE Child Study assignment due Field Experience Reflections Due	Complete final course evaluations Complete final self-assessment

Guidelines & Rubrics for course Assignments

Guidelines for your Classroom Environment/Management Action Plan

Your Action Plan should have the following information. You should **read** the **guidelines** in the syllabus for clearer directions in writing your action plan. Make sure you have the following.

1. A brief review of the current practices that you use (or plan to use) to manage your classroom that will reflect your professional philosophy towards teaching and learning. 15 points
2. Learner Profile is analyzed in your review. 15 points
3. Three additional readings are listed. 15 points
4. Analysis of your teaching philosophy and management plan in regards to the articles referenced. 15 points
5. Five possible strategies are described. Concept is named, defined, and an example is provided of how it would be used in the classroom. If you have used it, why or why not is/was it affective. Approximately one paragraph is written per concept. 15 points
6. A written action-plan is identified using two strategies from the possible five. Comment on the success/unsuccessfulness of the plan when used in your field experience. 15 points
7. Paper is written in APA Format. (5 points)
8. Paper is written using correct grammar, syntax, and writing makes sense. (5 points)

Total 100 pts

Guidelines for Influences on Learning and Student Engagement Paper

1. Topic was approved. 5 points
2. More than four sources have been sourced, INCLUDING the IBO website. Books or reference journal used, not just internet sources. 15 points
3. Four influences on learning and/or student engagement have been selected to create the research paper, using these four sources as the key findings on the topic. 20 points

4. Information written is not just a summary, but will identify ways that are helpful to you, as a teacher. 25 points

5. Five on-line re-sources have been 'sourced' – for colleagues to use as a reference to the topic and are written in the final paper. 15 points

6. APA format has been used properly. 5 points

7. On-line sources shared with classmates. 5 points

7 Paper is written using correct grammar, syntax, and writing makes sense. 10 points

Total Points 100

EDUC 511: Rubric for Dispositions of a Career Educator

Rubric for Dispositions for a Career Educator	Above Standards value: 4	Meets Standards value: 3	Approaching Standards value: 2	Below Standards value: 1	Score/Level
Position Statement	The essay provides a clear statement of the author's professional strengths and areas for development	The essay is less developed with respect to the author's professional strengths and areas for development	The position statement is present, but does not make the author's strengths or areas for development clear.	There is no statement	
Connections	The essay establishes clear and accurate connections to readings, discussion activities and experiences.	The essay establishes some connections to readings, discussion activities and experiences.	The essay establishes few connections to readings or discussion activities.	The essay has no connections to readings, discussions or experiences.	
Evidence and Examples	All of the evidence and examples are specific, relevant, and explanations are given that supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that supports the author's position	At least one of the pieces of evidence and examples is relevant and has an explanation that supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained	
Language Usage	Author makes no errors in grammar, spelling or mechanics that distract the reader from the content. Uses language masterfully to express their ideas.	Author makes few errors in grammar, mechanics, spelling that distract the reader from the content. Uses language with elaboration to express their ideas.	Author makes some errors in grammar, mechanics or spelling that distract the reader from the content. Uses language that is appropriate but not fluent or elaborate.	Author makes more than 4 errors in grammar, mechanics or spelling that distract the reader from the content. Uses language that is inappropriate for graduate level work.	
Overall Critical reflection	The author transforms the readings, discussion	The author works with meaning in a reflective and	The author appears to be making meaning of their teaching	The author is reporting on their development in	

	activities and experiences to give deep understandings of their development as a teacher	well structured manner	through a set of well integrated ideas	an unfocused manner with ideas that lack integration	
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EDUC 511: Child Study Rubric

Criteria/Level	Target 5 - Exceeds	Target 4 - Highly Satisfactory (Meets)	Acceptable 3 (Meets Standards)	Unacceptable 1-2 (Not Met)
Physical Description of the Child ACEI 1.0:Development, Learning and Motivation	Description of the child gives a comprehensive picture of their physical development and ways to foster active and healthy life styles	Description of the child gives a clear picture of their physical development and ways to foster active and healthy life styles	Description of the child gives an incomplete picture of their physical development and is supported by a brief description to support active and healthy life styles	Little to any physical description of the child with no further description of active/healthy life styles
Socio-cultural context ACEI Standard 5.2 Collaboration	Establishes contact with teachers, parents and other resource personnel to provide a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status is provided and linked to research	Establishes contact with teachers, parents and other resource personnel to provide a very good description of the family, school, community and culture, including language and socio-economic status, is provided and supported by research	Establishes limited contact with teachers, parents and other resource personnel to provide a satisfactory description of the family, school, community and culture is provides with a few connections to research	Description is vague and unclear with no connections to parents, teachers, resource personnel or research
Summary of child's capability in the developmental areas ACEI Standard 1.0 Development, Motivation and Learning	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development is clearly documented in all five areas and supported with significant evidence to support teaching implications	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescentsThe samples of the child's development is documented in four of the five areas with sufficient evidence to support teaching implications	Provide limited evidence of knowledge understanding and major concepts related to the development of children and young adolescentsThe samples of the child's development is documented in 3 of 5 areas with sufficient evidence to support teaching implications	Provide little evidence of knowledge understanding and major concepts related to the development of children and young adolescentsThe samples of the child's development are 0-2 with insufficient evidence to

				support teaching implications
Summary of the Learner Profile	Description of the Learner elements gives a comprehensive picture of the child/environment in relationship to the elements	Description of the Learner elements gives clear picture of the child/environment in relationship to the elements	Description of the Learner elements gives an incomplete picture child's environment and does not development the relationship between the two	Little to any description of the Learner elements with no connections evident
Teaching Implications ACIE Standard 4.0 Assessment	Uses informal assessment strategies to plan instruction that will promote continuous development. Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research	Uses informal assessment strategies to plan instruction that will promote continuous development Very good description between collected data and teaching recommendations that are supported by research	Uses informal assessment strategies to plan instruction that will promote continuous development Satisfactory description of the relationship between data collected and teaching implications supported by some research	Use informal assessment strategies to plan instruction that will promote continuous development Description is vague and unclear. No clear research support is given for teaching implications
Critical Reflection on Case Study ACEI 5.1 Professionalism	Demonstrates in-depth and comprehensive reflection of case study experience and relationship to research on child development, teaching implications and findings from the study.	Demonstrates a clear reflection of case study experience and relationship to research on child development, teaching implications and findings from the study.	A satisfactory reflection of case study experience with few ties to research on child development, teaching implications and findings from the study.	Little or no reflection of learning from case study experience
Overall:	Individual case study is comprehensive and presented in a professional a timely manner, following APA guidelines	Individual case study is clearly presented in a professional and timely manner following APA guidelines	Individual case study is incomplete but presented in a professional and timely manner, some APA mistakes	Individual case study is incomplete and not presented in a professional or timely manner, multiple APA errors