

GEORGE MASON UNIVERSITY
Graduate School of Education
FAST TRAIN

EDUC 511: Introduction to Teaching in International Schools

Syllabus

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Office Hours: By appointment, before/after class

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.

Student Outcomes

- a. To become familiar with the role and purpose of international schools, as well understanding contemporary issues in the international school community.
- b. To become familiar with international school student characteristics - including the stage theories of development, age-level characteristics and student variability.
- c. To identify and analyze issues related to education in a pluralistic and multicultural setting and society.
- d. To become familiar with principles in educational psychology that affect learning.
- e. 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.
- f. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions.

ACEI Standards:

Candidates for certification, licensure and/or degree in the FAST TRAIN program are expected to demonstrate their acquisition and ability to apply the following ACEI Standards at acceptable or target levels:

1.0 Development, Learning and Motivation – candidates know, understand and use the major concepts, principles, theories and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge and motivation.

3.2 Adaptation to Diverse Learners – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

4.0 Assessment for instruction – candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation – candidates are aware of and reflect on their practice in light of research on teaching, professional ethics and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies – candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional and physical growth and well-being of children.

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 addresses the Interstate New Teacher Assessment and Support Consortium (INTASC, 2011):

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 #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.

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

- g. International education and the role/philosophy of the IBO programmes.
- h. Curriculum frameworks (principles, structures and practices).
- i. Curriculum and instructional design.
- j. 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.

CHED Statement of Expectations

The College of Education and Human Development expects that all students abide by the following:

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 for eight day classes. In-class participation is important not only to the individual student, but to the class as whole. *Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus* (GMU 2012).

Laptop/Cell Phone Use

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off during class periods. Cell phones may be used during break or at lunch time.

Nature of Course Delivery

This course is delivered in a series of inquiry-based learning experiences that include didactic instruction, cooperative groups, individual assignments, informed discussion, simulations, Blackboard, reflective practice and cooperation between and among all participants. All students must use their MASON e-mail account during enrollment in FAST TRAIN courses.

Text:

Woolfolk, A.E. (2012). *Educational Psychology* (12th edition). Needham Heights, MA: Allyn and Bacon.

Making The PYP Happen: A Transdisciplinary Curriculum. International Baccalaureate Organization. (Online Curriculum Centre, IB).

Students are responsible for having the most recent edition of the required textbook. Should you purchase another edition, it will be your responsibility to make the adaptations for readings in on your own. **Online versions of the textbook (rented) are NOT recommended for this course since you will need the textbook to finish your Child/Adolescent Study and field work.**

Important Web Sites:

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

International Baccalaureate Organization – Online Curriculum Center (OCC)
<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
(online module)
<http://www.ojp.usdoj.gov/nij/childabuse/bg2b.html>
<http://www.dss.state.va.us/family/children.html>

World Wise Schools <http://www.peacecorps.gov/wws/>

Course Evaluation Guidelines

Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in all class discussions and activities. The final grade will be based on the following course requirements:

Dispositions Statement	15%	Due Wednesday, June 27th
Influences on Learning	25%	Due Friday, June 29th
Classroom Management/Action Plan	20%	Due Tuesday, July 3rd
*Child/Adolescent Study Assignment (PBA)	25%	Due Monday, December 3rd
In-Class Assignments, Participation, Timeliness, and Attendance	15%	
	100%	
Field Experience Requirements	S/U	Due Friday December 7th
Child Abuse Prevention Module	S/U	Due Thursday, July 5th

***PBA must be submitted in Taskstream**

All assignments are due at the close of class on the date listed. For any late assignment one (1) letter grade will be deducted from the grade received for each day of delay. Any assignment may be turned in early, submitted for review by the instructor prior to the due date. Once an assignment is completed it may not be redone. All assignments must comply with APA guidelines. With the exception of the PBA (Child/Adolescent Study), all assignments will be post to Bb by 5:00 p.m. of the day due.

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

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated licensure and/or Award eligibility.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. All course assignments and *field experience activities must be satisfactorily completed before the final grade is awarded.*

Field Work Assessment:

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 date.

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.

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.

Taskstream

TaskStream URL: <https://www.taskstream.com/pub/>

TaskStream is the e-platform that the College of Education and Human Development uses to record and aggregate student data as required by our accreditation agency the State of Virginia. In each licensure course, students are required to complete a Performance-Based Assessment (PBA) that will be posted to TaskStream for review and grading by instructors. Students will be enrolled in TaskStream once they are registered for classes the first time and will be given instructions about accessing TaskStream.

- To login to [TaskStream](#)
- TaskStream Login Help (PDF)

Depending on a student's program, there are separate instructions for how to post to TaskStream. Below are PDF copies of instructions by program.

- [Elementary Program Anthology](#) (PDF)
- [ESL Program Portfolio](#) (PDF)

For assistance with Taskstream accounts please contact Mary Hawkins <mhawkin7@gmu.edu>

Assignment Guidelines

I. Dispositions for a Career Educator (15%)

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. You will write a 4-5 page reflective essay, following APA format, identifying your

professional strengths, areas for development with respect to the Dispositions/PYP Learner Profile and your professional goals as a career educator.

You will sign the “Dispositions for a Career Educator” form and turn it in to your instructor. Dispositions for a Career Educator are posted in the Course Requirement section on Blackboard and at the back of the Syllabus. The rubric for this assignment is available on Bb.

II. Influences on Learning and Student Engagement (25%)

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The topic you choose 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 6-8 sources for your paper. Three of your sources should come from traditional references such as referred journal articles 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. Check in with the instructor if modifications need to be made.

Read and review what you have found, then *select a minimum of four sources* from all those you have reviewed online and onsite, for the report of your key findings on the topic (limit the length of the paper to 4-6 pages of text, APA format). 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. Attach your list of five on-line resources to the end of your paper after your references. The rubric for this assignment is available on Bb.

III. Classroom Environment/Management – Action Plan (20%)

The purpose of this assignment is to help you integrate your philosophy of teaching with your practical use of management strategies in the classroom. The assignment has several steps to accomplish prior to writing the final paper.

- a) **Write a brief introduction** to 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. If you have not yet taught, then base your analysis on where you think you’ll be successful and where you might have problems.
- b) **Read** the textbook *Part 3: Chapter 13* on Classroom Environments/Management and the articles (minimum 3) provided on Bb.

- c) Based on the above readings and the analysis of your teaching philosophy and management plan, **briefly describe 5 potential strategies in writing** that you will consider using in the classroom prior to the use of punishment or punitive measures in the classroom. In writing, first name the concept (i.e. Proximity) then define the concept and provide an example of how proximity would be used in your classroom and/or why it is effective (comprehension and then application). Write approximately one paragraph per concept in your paper.
- d) At the close of your description of the concepts, **create a written action-plan** to be used in your classroom (now or later) that identifies two of the strategies you have selected to add to your management planning, your reasoning behind the selection, how it relates to your philosophy of teaching/learning. The rubric for this assignment is posted to Bb.

IV. **Child Abuse, Neglect and Intervention (Required for licensure)**

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 you to include in your licensure application, it is required by VDOE.**

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.

V. **Field Experience**

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). This will include your log of hours, recommendation and your reflection on your field experience.

In order to be more effective and efficient your Child/Adolescent Study is embedded within your field experience requirements. Please see the Child/Adolescent Study requirements for further details and rubric.

Due Date: December 7th – please note failure to meet the deadlines for field experience will prevent you from registering for your next sequence of courses. In addition, field experience requirements turned in late will be graded in the order in which they are received and at the discretion of the instructor. Finally, all field experience documents must be received no later than December 15,

2012 in order to be graded as Satisfactory, anything later will be recorded as Unsatisfactory and will have to be repeated in Spring 2013.

Summer Graduates: all summer graduates must complete the field experience requirement and the Child Study no later than September 1st in order to leave time for grading and processes. It is up to the instructor to allow this option and must be requested in writing by the student on the first day of class. A timeline must accompany the request to demonstrate the student has sufficient time in school to complete the hours/child study.

Tentative Class Schedule

Outline of Topics / Activities

June 25/26 (Monday/Tuesday)

Introduction, Course Overview, Using APA Guidelines, Pre-assessment of knowledge
Looking at the Past to Understand the Future, Using Theory to Guide Practice

Readings: Chapter 1: Learning, Teaching, and Educational Psychology, pp 1-22
Chapter 14: Research on Teaching, pp 508-518

Monday 3:30-5:00-

**Required Library Orientation for ESL, JC Library 2nd floor
Instructional Room**

Required Technology Orientation for Elementary/IB students, TBA

Tuesday 3:30 – 5:00

Required Technology Orientation for ESL Students, TBA

**Required Library Orientation for Elementary/IB students, JC Library 2nd floor Instructional
Room**

June 27/28 (Wednesday/Thursday)

Understanding the Student

Readings: Part 1, Chapter 2 Cognitive Development and Language, pp 30-63
Chapter 3, The Self, Social and Moral Development, pp 68-106

Wednesday 4:00-5:00

Required International Student Meeting, OIPS, TBA (bring documents)

Assignment #1: Dispositions Essay Due Wed., June 27th

June 29 (Friday)

Learner Differences and Language Diversity

Readings: Chapter 4 Learner Difference and Learning Needs, pp 116-129, pp136-142, pp155-159

Readings: Chapter 5, pp 168-185

Readings: Global Nomads, Third Culture Kids (Blackboard)

Discussion Groups of Learning Influences

Designing your Child/Adolescent Study Assignment: Field Experience Requirements

Assignment #2: Learning Influences Paper Due Friday, June 29th

Monday, July 2nd

Part II: Learning and Motivation

Readings:

Chapter 7, Behavioral Views of Learning, pp 248-262

Chapter 8, Cognitive Views of Learning, pp 282-303

Chapter 9, Complex Cognitive Processes, pp 318-348

Small group teaching episodes modeling learning & Motivation

Tuesday, July 3rd

The Learning Sciences and Constructivism

Readings:

Chapter 10, The Learning Sciences and Constructivism, pp 354-382

Part 10, Social Cognitive Views of Learning & Motivation, 348-363

Assignment #3 – Classroom Environment Action Plan Due

Wednesday July 4th – HOLIDAY – no classes.

Thursday, July 5th

Encouraging Motivation & Self-Regulation

Readings:

Part 11, Motivation in Learning and Teaching, pp 376-394

Part 13, Teaching Every Student, pp 477-486

**Child Abuse Prevention Module & Certificate Confirmation Due
Final Course Evaluations Due**

EDUC 511 OBJECTIVES FOR FIELD PLACEMENT

Total Number of Hours Required: 20

Placement Site: Accredited 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.

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.

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 candidates are required to have 10 hours at lower grades (K-6) and 10 hours at upper grades (7-12) (Virginia Department of Education requirement for licensure).
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. The purpose of the study is 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)
3. You will write a two - three page reflective statement about your overall field experience activities and what you learned from your experiences.

4. The Field Experience Evaluation Form and Observation Form will be completed by the student and signed by the cooperating teacher and/or supervisor and submitted to the course instructor **no later than December 7th. Failure to submit signed forms will result in a hold on your registration for next term.**

EDUC 511 Introduction to Teaching in an International Setting (20 hours)

Student Name: _____ **Student ID:** _____

Confirmed Placement Site: _____

Contact Person _____ Telephone: _____

E-Mail and Postal Address _____

(above completed by student)

TEACHER EVALUATION FORM

Cooperating Teacher's Name: _____

QUALITIES	Excellent	Above Average	Average	Below Average
Personal Qualities				
Dependable				
Punctual				
Professional Qualities				
Can create learning experiences that make subject matter meaningful				
Understands how students differ in their approaches to learning				
Uses a variety of instructional strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans instruction based on subject matter, students, community and curriculum goals				
Uses formal and informal assessment strategies				
Engages in critical reflection to improve teaching				
Fosters positive relationships with colleagues, students and families				
Demonstrates knowledge of child development				

Note: N/A may be used for qualities that have not yet been observed

Teacher's Additional Comments/Recommendations:

Student's Reflections (add attachment if needed):

Teacher's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Form available - www.gse.gmu.edu/programs/fastrain/programrequirements.shtml

EDUC 511 Introduction to Teaching in an International Setting (20 hours)

Observation Record

To the Supervising Teacher:

Please sign below to indicate that the student has observed 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	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Form available - www.gse.gmu.edu/programs/fasttrain/programrequirements.shtml

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-base 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)