

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

***EDCI 544 Section 009***  
***Curriculum and Methods of Teaching in Elementary Education***  
3 credits/Spring 2017  
10:30am -1:10pm on Wednesdays  
Thompson L019, Fairfax Campus

**Professor:** Dr. Mandy Bean

**Office Hours:** By appointment; Skype appointments can also be made (skype ID: MandyBeanGMU)

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**Prerequisites:** Admission to Elementary Education graduate program; must be taken in programmatic sequence.

**University Catalog Course Description:** Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

**Course Overview:** This course examines philosophies of management and planning and the intersection of the two. Teacher candidates will explore a variety of management approaches and begin developing their own management philosophy. In addition, teacher candidates will explore multiple instructional approaches and strategies and use these to design and implement a lesson.

**Course Delivery Method:** This course will be delivered using multiple instructional strategies and formats including face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. **Please note:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

**Learner Outcomes:**

This course is designed to enable students to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21<sup>st</sup> century. (INTASC 9)
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3; ACEI 1.0)
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling). (INTASC 7; ACEI 3.1)
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5; ACEI 3.4)
- E. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations. (INTASC 3; ACEI 3.4)
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6; ACEI 4.0)
- G. Plan for and use various instructional strategies including presentation, direct instruction,

concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8; ACEI 3.3)

- H. Select from multiple models of instruction to meet particular learning goals, provide a variety of instructional experiences, and adapt each to meet the needs of diverse students. (INTASC 1, 2, 3, 4, 8; ACEI 3.3)
- I. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10; ACEI 5.1)

### **Professional Standards:**

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

### **INTASC (The Interstate Teacher Assessment & Support Consortium):**

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 2.7: Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- **Standard 3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning.

### **The Virginia State Teacher Education Licensure Regulations for Elementary Education:**

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication.

### [International Society for Technology in Education National Education Technology Standards \(ISTE-NET\):](#)

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity.

### [Virginia State Technology Standards for Instructional Personnel:](#)

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

### **Required Texts:**

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.
- Denton, P. (2014). *The power of our words: Teacher language that helps children learn*. Turner Falls, MA: Northeast Foundation for Children.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in EDUC 543**)

\*\*Additional selected readings will be posted on Blackboard.

### **Course Performance Evaluation:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Assignment and/or Evaluations:**

#### **Classroom Tour (20 points)—submitted via Edthena**

As part of this class, you will purchase an Edthena license. This will be used throughout the remainder of your courses and in your final internship. A link will be provided in class. For this initial assignment, you will take us on a **2-3 minute** video tour of your field hours classroom. It should include the following components:

- *A descriptive audio/video snapshot of the features of your classroom:*
  - This should include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc.
  - This video will be posted to an *Edthena* ‘exploration’ that will be set up for the assignment.
- *An analysis of your video in Edthena:*
  - Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.
- *Reflective posts* on the videos of two partners (assigned in class).

#### **Lesson Planning Practice 1 & 2 (16 points each) –submitted via hard copy**

A key portion of this class is focused on the principles of instructional planning and strategies that support effective lesson construction. You will complete to ‘practice’ lessons to scaffold your acquisition of this essential skill. The first lesson will use the gradual release approach to instructional planning. The second lesson will use a constructivist approach to instructional planning. Each should begin to incorporate the various strategies that are introduced in class. The key components of each practice lesson plan are:

- 1) *Using your best effort at using the tenets of the planning approach to construct a sample lesson using the standards provided; and turning into Blackboard*

*A conference with Dr. Bean to discuss feedback on the plan*

- 2) *A revision to the plan that incorporates feedback*

#### **Elementary Lesson Planning Assessment (68 points)—submitted via Blackboard/TK20**

##### ***Part 1: Using Developmental Characteristics to Design Instruction (12 points)***

Using systematic observations, you will develop a comprehensive picture of the students in your field hours classroom. You will identify and describe the cognitive, social, behavioral, and emotional needs of your students and apply your understandings to instructional planning. You will use your knowledge of child development to rationalize each aspect of your instructional plan. This written summary will include the following components:

- Classroom/school/community demographics and implications for planning/instruction/management
- Summary of students’ developmental needs (eg-cognitive, social, emotional, behavioral) based on field observations and implications for planning/instruction/management
- A rationale for the lesson plan and why specific instructional decisions were included.

##### ***Part 2: Elementary Lesson Planning (40 points) This is PBA #2 for EDCI 544.***

The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific

population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom.

The lesson plan will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students' basic competencies and scaffold their understand to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

***Part 3: Implementing Lessons in Elementary Classrooms (16 points)***

You will teach the lesson you planned for Part 2 in your field hours classroom. Using the Edthena video-coding tool, you will record and reflect on your teaching experience with the 'technical, practical, critical' framework. Your reflection should also include an analysis of your language and questioning. In addition to reflecting on your own practice, you will also work in a collaborative peer group to reflect/respond via Edthena on group members' submissions.

**Two Structured Field Reflections (15 points each for 30 points total)**

The purpose of this assignment is to support structured, focused observations in the field and connection these observations to your course readings through critical reflections.

You will turn in two iterations of this assignment. You will write an observation of five of the following items and write an entry of each using the procedure listed below. You may **NOT** repeat, as you need to observe each item. The first set of five reflections is due March 20. The second set of five reflections is due May 1. It is highly recommended that you leave #9 and #10 until after they have been discussed in class. Your Structured Field Reflections should include the following entries:

1. Management/Instructional Beliefs (first entry)
2. Example of building community
3. Learner differences
4. Morning Meeting observation
5. Rules/Norms
6. Challenging Behaviors
7. Classroom Procedures
  - a. Transitions (physical/emotional/cognitive)
  - b. Interaction protocols
8. Working with Parents/Families
9. Teacher Language
10. Two lesson observations
  - o Focus on instructional strategies and instructional approach
  - o Identify elements of effective lessons (hook, modeling, guided practice, etc...)

Each reflective entry should include 1) date/time of the observation, 2) brief summary/notes 3) questions you have 4) connections to course readings/discussions 5) implications for your beliefs and practices.

### Other Requirements:

#### *Attendance and Participation Expectations*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

**You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
A-I	Attendance/Participation	<u>30 points</u>	Weekly
B, C, G, H, I	Lesson Plan Practice	<u>16 points</u> (each)	#1: Feb 22 #2: April 19

A, E	Classroom Tour	<u>20 points</u>	March 8
B, C, G, H, I	Designing and Implementing Instruction (*Part 2 only)	<u>68 points</u>	May 3 (Parts 1 & 2) / May 8 (Part 3)
A-I	Elementary Field Reflections	<u>30 points</u>	Mar 22 and May 3

There is the possibility to earn 180 points total.

\*Designated performance-based assessment

### Grading Policies

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

### TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 544: Physical Activity Report and Designing and Implementing Instruction**) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

### CLASS SCHEDULE

\*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Assignments Due
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<p><b>January 25</b></p>	<p><b>Introduction to Management and Instruction</b></p> <ul style="list-style-type: none"> <li>• Determine existing beliefs <ul style="list-style-type: none"> <li>○ Why am I teaching? What do I want to teach?</li> <li>○ What matters in elementary planning and management?</li> </ul> </li> <li>• Build foundation for management and planning <ul style="list-style-type: none"> <li>○ Seven principles of RC</li> <li>○ Differentiated Instruction</li> </ul> </li> <li>• Community building: Morning meeting; Hopes and Dreams</li> <li>• Strategy of the week – Four Corners</li> </ul>	<p><b>READINGS:</b> Charney, Ch. 1 Bb: Intro to Planning Bb: Intro to Differentiated Instruction Bb: Behavior theorists (jigsaw) Bb: Morning Meeting Bb: Instructional Strategy of the Week (Four Corners)</p> <p><i>Start strategy chart</i> <i>Start webs—learner differences in class</i></p>
<p><b>February 1</b></p>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Understanding your students’ developmental needs</li> </ul> <p><b>Instructional Planning: Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Assessing reading, interest, learning style</li> <li>• Strategy of the week</li> </ul>	<p><b>READINGS:</b> Charney, Ch. 2 Woods (EDUC 543), age group; physical needs Bb: Preassessment strategies Bb: Learning modalities Bb: Physical activity Bb: Instructional Strategy of the Week (TBD)</p>
<p><b>February 8</b></p>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Classroom Design</li> <li>• Creating and teaching the rules</li> <li>• Hopes and dreams revisited</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>• Lesson Planning and Connection to Unit Planning Intro</li> <li>• Strategy of the week</li> </ul>	<p><b>READINGS:</b> Charney, Chps. 3 &amp; 4 Bb: Classroom Design Bb: Intro to Gradual Release (Backward Design) Bb: Instructional Strategy of the Week (TBD)</p>
<p><b>February 15</b></p>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Student goals as management tool</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>• Objective writing/Bloom’s taxonomy</li> <li>• Gradual Release</li> <li>• Strategy of the week</li> </ul> <p><i>*Set up book clubs for Denton Readings</i></p>	<p><b>READINGS:</b> Charney, Ch. 5 Bb: Gradual release Bb: Objective writing (Blooms) Bb: Instructional Strategy of the Week (TBD)</p> <p><i>Introduce Elementary Lesson Planning Assessment</i></p>
<p><b>February 22</b></p>	<p><b>Management: Teacher Language</b></p> <ul style="list-style-type: none"> <li>• The role of teacher language</li> <li>• Book Club Meeting 1</li> </ul>	<p><b>READINGS:</b> Denton, Chs. 1-4 Bb: Instructional Strategy of the Week (TBD)</p>

	<b>Instructional Planning: The Basics</b> <ul style="list-style-type: none"> <li>• Planning practice with gradual release</li> <li>• Strategy of the week</li> </ul>	<b>DUE:</b> <i>Lesson Plan Practice #1</i>
<b>March 1</b>  <b>ONLINE</b>	<b>Management: Teacher Language</b> <ul style="list-style-type: none"> <li>• Book Club Meeting 2</li> </ul> <b>Instructional Planning: The Basics</b> <ul style="list-style-type: none"> <li>• Planning practice with gradual release</li> <li>• Accommodations/Modifications</li> <li>• Strategy of the week</li> </ul>	<b>READINGS:</b> Denton, Chs. 5-8 Bb: Instructional Strategy of the Week (TBD)  Bb: Accommodations and modifications
<b>March 8</b>	<b>Management: Teacher Language</b>  <b>Instructional Planning: The Basics</b> <ul style="list-style-type: none"> <li>• Individual lesson planning conferences</li> <li>• Strategy of the week</li> </ul>	<b>READINGS:</b> <i>Skim</i> Charney, Chs. 10-12 Bb: Instructional Strategy of the Week (TBD)  <b>DUE:</b> <i>Classroom Tour</i>
<b>March 15</b>	<b>GMU SPRING BREAK</b>	
<b>March 22</b>	<b>Management: Making the Community Work</b> <ul style="list-style-type: none"> <li>• Logical consequences</li> </ul> <b>Instructional Planning:</b> <ul style="list-style-type: none"> <li>• Reviewing gradual release</li> <li>• Strategy of the week:  <b>ARTS INTEGRATION</b></li> </ul>	<b>READINGS:</b> Charney, Ch. 6 Bb: Instructional Strategy of the Week (TBD)  <b>DUE:</b> <i>Elementary Field Reflections, Part 1</i>
<b>March 29</b>	<b>Management: Making the Community Work</b> <ul style="list-style-type: none"> <li>• Minor Misbehaviors</li> </ul> <b>Instructional Planning:</b> <ul style="list-style-type: none"> <li>• Comparing constructivist learning to direct instruction</li> <li>• Strategy of the week</li> </ul>	<b>READINGS</b> Charney, Ch. 7 Bb: Concept Attainment Bb: Instructional Strategy of the Week (TBD)
<b>April 5</b>	<b>Management: Making the Community Work</b> <ul style="list-style-type: none"> <li>• The 5%</li> </ul> <b>Instructional Planning:</b> <ul style="list-style-type: none"> <li>• Constructivist example: Concept attainment</li> <li>• Strategy of the week</li> </ul>	<b>READINGS</b> Charney, Ch. 8 Bb: Instructional Strategy of the Week (TBD)  <b>DUE:</b> <i>Physical Activity Report</i>
<b>April 12</b>	<b>Management: Challenging Behaviors</b> <ul style="list-style-type: none"> <li>• Working together to support the rules</li> </ul>	<b>READINGS</b> Charney, Ch. 9

	<b>Instructional Planning: Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Constructivist example: Anchored Instruction</li> <li>• Strategy of the week</li> </ul>	Bb: Instructional Strategy of the Week Bb: Anchored instruction
April 19	<b>Management: Challenging Behaviors</b> <ul style="list-style-type: none"> <li>○ Class meetings</li> </ul> <b>Instructional Planning: Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Lesson planning with a constructivist mindset</li> <li>• Strategy of the week - TBA</li> </ul>	<b>READINGS:</b> Charney, Ch. 13 Bb: Instructional Strategy of the Week (TBD) Bb: Constructivist instructional planning  <b>DUE:</b> <i>Lesson Plan Practice #2</i>
April 26	<b>Management: Challenging Behaviors</b> <ul style="list-style-type: none"> <li>• Contracts</li> <li>• Individual conferences</li> </ul> <b>Instructional Planning: Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Individual lesson planning conferences</li> <li>• Strategy of the week</li> </ul>	<b>READINGS:</b> Charney, Ch. 14/15 Bb: Instructional Strategy of the Week (TBD)
May 3	<b>Management: Making the Community Work</b> <ul style="list-style-type: none"> <li>• Working with parents</li> </ul> <b>Management and Instruction:</b> <ul style="list-style-type: none"> <li>• Why am I teaching? What do I want to teach?</li> <li>• What matters in elementary planning and management?</li> </ul>	<b>READING:</b> Bb: Parent engagement Instructional strategies Bb: Instructional Strategy of the Week  <b>DUE:</b> <i>Elementary Lesson Planning Assessment (Parts 1 and 2)</i>  <i>Structured Field Observations:,Part 2 (BRING TO CLASS)</i>
Week of May 8th	<u><b>EXAM BLOCK</b></u> <u><b>No class meeting</b></u>	<b>DUE:</b> <i>Elementary Lesson Planning Assessment (Part 3) on May 8</i>

**Core Values Commitment:**

The College of Education & 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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

**Elementary Lesson Planning Assessment**  
**EDCI 544 Elementary Curriculum and Methods**  
**\*Part 2 is PBA 2 for this course**

***Part 1: Using Developmental Characteristics to Design Instruction (12 points)***

Using systematic observations, you will develop a comprehensive picture of the students in your field work classroom. You will identify and describe the cognitive, social, behavioral, and emotional needs of your students and apply your understandings to instructional planning. You will use your knowledge of child development to rationalize each aspect of your instructional plan. This written summary will include the following components:

- 1) Classroom/school/community demographics and implications for planning/instruction/management
- 2) Summary of students developmental needs (eg-cognitive, social, emotional, behavioral) based on field observations and implications for planning/instruction/management
- 3) A rationale for the lesson plan and why specific instructional decisions were included

**Rubric for Part 1**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>LESSON PLANNING</b>				
Demographic Description ACEI 1.0 INTASC 2	Limited description demographic description. No connections to course content and no reflection on implications for management and planning.	General demographic description. Minimal connections to course content and reflection on implications for management and planning.	Somewhat detailed demographic description. General connections to course content and reflection on implications for management and planning.	Detailed demographic description. Specific, cited connections to course content and reflection on implications for management and planning.
Description of Students' Developmental Needs ACEI 1.0 INTASC 1	Limited description of students' developmental needs. No connections to course content and reflection on implications for management and planning.	General description of students' developmental needs. Minimal connections to course content and reflection on implications for management and planning.	Somewhat detailed description of students' developmental needs. General connections to course content and reflection on implications for management and planning.	Detailed description of students' developmental needs. Specific, cited connections to course content and reflections on implications for management and planning.
Rationale for Instructional Decisions ACEI 1.0 INTASC 3	Limited description of rationale. No connection to course content	General description of rationale for instructional decisions. Minimal connection to	Somewhat detailed description of rationale for instructional decisions. General	Detailed description of rationale for instructional decisions.

	and reflection on implications for management and planning.	course content and reflection on implications for management and planning.	connections to course content and reflection on implications for management and planning.	Specific, cited connections to course content and reflection on implications for management and planning.
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***Part 2: Elementary Lesson Planning (40 points) This is PBA #2 for EDCI 544.***

**Assessment Objective**

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

**Research base/Rationale**

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

**Assessment Task**

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. *Careful attention should be paid to designing lessons balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students basic competencies and scaffold their understand to more complex understandings.*

## Rubric for Part 2

### Scoring Rubric EDCI 544 Performance Based Assessment/CEHD Common Assessment Elementary Lesson Planning Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>LESSON PLANNING</b>				
<p><b>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</b></p> <p><i>InTASC 7(a)</i> <i>CAEP 3c</i> <i>ACEI 3.1</i></p>	<p>The candidate <b>does not</b> identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>The candidate identifies objectives and curriculum goals but they <b>are not</b> performance-based <b>or</b> appropriate for subject and/or grade level.</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>The candidate identifies <b>well-developed, performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; correctly formulated; and addressed all domains.</b></p>
<p><b>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</b></p> <p><i>InTASC 7(g)</i> <i>CAEP 3c</i> <i>ACEI 3.1</i></p>	<p>The candidate <b>does not</b> identify national/state/local standards that align with the objectives or the standards <b>are not</b> appropriate for curriculum goals or are not relevant to learners.</p>	<p>The candidate identifies national/state/local standards but the standards <b>are not</b> aligned with the objectives and/or <b>marginally</b> relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives <b>and</b> relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are <b>clearly</b> aligned with the objectives <b>and</b> relevant to learners.</p>
<p><b>The candidate continually seeks</b></p>	<p>The candidate <b>does not</b> identify</p>	<p>The candidate identify</p>	<p>The candidate identifies</p>	<p>The candidate identifies</p>

<p><b>appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</b></p> <p><i>InTASC 6(i)</i> <i>CAEP 2e</i></p>	<p>appropriate technology to engage learners even though it was available.</p>	<p>technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>	<p>appropriate technology to engage learners more fully and assess and address learner needs.</p>	<p>effective, creative and appropriate technology to engage learners more fully and assess <b>and enhance</b> student learning needs.</p>
<p><b>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</b></p> <p><i>InTASC 5(c)</i> <i>CAEP 3c</i> <i>ACEI 3.3</i></p>	<p>The candidate's plans <b>do not</b> provide evidence of opportunities for learners' use of current tools (technology) <b>nor</b> resources to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources <b>that are ineffective</b> to maximize content learning in varied contexts.</p>	<p>The candidate's plans <b>provide evidence</b> of opportunities for learners' use of current tools and resources <b>that are effective</b> to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide <b>substantial evidence</b> of <b>multiple</b> opportunities for learners' use of current tools and resources <b>that are creative and effective</b> to maximize content learning in varied contexts.</p>
<p><b>The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7(b)</i> <i>CAEP 3d</i> <i>ACEI 3.2</i></p>	<p>The candidate's lesson plan <b>does not</b> provide evidence of accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of <b>an effort</b> to meet student's learning goals, and <b>attempts</b> accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of <b>successfully</b> meeting <b>each</b> student's learning goals, and <b>successfully</b> makes accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting <b>each</b> student's learning goals, and <b>successfully</b> makes <b>a variety of accommodations</b> to differentiate instruction for individuals and groups of learners.</p>
<p><b>The candidate develops appropriate sequencing and pacing of learning experiences and</b></p>	<p>The candidate <b>does not</b> plan for appropriate sequencing and pacing of learning experiences.</p>	<p>The candidate plans for appropriate sequencing and pacing of learning experiences; but</p>	<p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences; and</p>	<p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences;</p>



<p><b>provides multiple ways to demonstrate knowledge and skill.</b></p> <p><i>InTASC 7(c)</i> <i>CAEP 3c</i> <i>ACEI 3.1</i></p>	<p>Tasks, methods, strategies <b>are not</b> stated.</p>	<p>tasks, methods and strategies are <b>not stated and/or not appropriate</b> or effective for the lesson.</p>	<p><b>all</b> tasks, methods, and strategies are <b>stated and/or are appropriate and effective</b> for the lesson.</p>	<p>tasks, methods and strategies include a <b>variety of creative, active learning, instructional strategies</b> that address learner differences to maximize learning.</p>
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### PLANNED INSTRUCTIONAL STRATEGIES

<p><b>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</b></p> <p><i>InTASC 4(d)</i> <i>CAEP 3f</i> <i>ACEI 3.1</i></p>	<p>The candidate <b>does not</b> plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>nor</b> makes connections to learners' experiences.</p>	<p>The candidate plans an opening activity that used learner prior content knowledge, <b>but does not</b> link new concepts to familiar concepts, <b>or</b> make connections to learners' experiences.</p>	<p>The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>and</b> makes connections to learners' experiences.</p>	<p>The candidate plans an opening activity that <b>actively</b> stimulates learner reflection on prior content knowledge, <b>effectively</b> links new concepts to familiar concepts, and <b>creatively</b> makes connections to learners' experiences.</p>
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<p><b>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</b></p> <p><i>InTASC 6(e)</i> <i>CAEP 3a</i> <i>ACEI 4.0</i></p>	<p>The candidate <b>does not</b> use assessment as closure to check for comprehension and student knowledge and skills.</p>	<p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension <b>but they are inappropriate and/or ineffective.</b></p>	<p>The candidate uses <b>appropriate assessment strategies</b> as closure to demonstrate knowledge and skills to check for understanding.</p>	<p>The candidate uses <b>creative appropriate assessments</b> for closure to demonstrate knowledge and skills to check for comprehension.</p>
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### ASSESSMENTS

<p><b>The candidate plans instruction based on pre-assessment data,</b></p>	<p>The candidate <b>does not</b> plan instruction based on pre-assessment</p>	<p>The candidate plans instruction based on pre-assessment data,</p>	<p>The candidate plans instruction based on pre-assessment data,</p>	<p>The candidate plans instruction based on pre-assessment</p>
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<p><b>prior learning knowledge and skill.</b></p> <p><i>InTASC 7(d)</i> <i>CAEP 3a</i> <i>ACEI 4.0</i></p>	<p>data, prior learning knowledge or skills.</p>	<p>prior learning knowledge and skills but it was <b>not effective.</b></p>	<p>prior learning knowledge and skill. Pre-assessment strategy/method <b>appropriate</b> and <b>effectively</b> assess student prior knowledge.</p>	<p>strategy/method that are <b>creative and effective</b> way to assess student prior knowledge and skills and <b>to guide instruction.</b></p>
<p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i> <i>CAEP 3a</i> <i>ACEI 4.0</i></p>	<p>The candidate's lesson design <b>does not</b> include post-assessments strategies or methods.</p>	<p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were <b>not effective.</b></p>	<p>The candidate's lesson design includes post-assessments that were appropriate to <b>effectively</b> assess student learning.</p>	<p>The candidate's post-assessment <b>matches learning objectives</b> and includes <b>creative strategies</b> to <b>effectively</b> assess student learning.</p>

### *Part 3: Implementing Lessons in Elementary Classrooms (16 points)*

You will teach the lesson you planned for Part 2 in your field hours classroom. Using the Edthena video-coding tool, you will record and reflect on your teaching experience with the 'technical, practical, critical' framework. Your reflection should also include an analysis of your use of teacher language and open-ended questioning. In addition to reflecting on your own practice, you will also work in a collaborative peer group to reflect/respond via Edthena on group member's submissions.

### **Rubric for Part 3**

<b>Part 3: Analysis and Reflection</b>				
<b>Criteria</b>	<b>Does Not Meet Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<p>Analysis of lessons ACEI 5.1 INTASC 9</p>	<p>Limited analysis of lesson. No connections to course content are included</p>	<p>General analysis of lesson. Limited connections to course content are included.</p>	<p>Somewhat specific analysis of lesson, including discussion of instruction in terms of working with diverse learners, engagement, teacher language, questioning and</p>	<p>Detailed analysis of lesson including discussion of instruction in terms of working with diverse learners, engagement, teacher language, questioning and assessment.</p>

			assessment. General connections to course content are included	Specific connections, including citations, to course content are included
Peer analysis of individual lessons ACEI 5.2 INTASC 10	Limited feedback provided to peer group. No connections to course content.	General feedback provided to peer group. Limited connections to course content.	Somewhat specific feedback provided to peer group. General connections to course content.	Detailed feedback provided to peer group. Specific connections to course contents.

### *Classroom Tour (20 points)*

As part of this class, you will purchase your Edthena license. This will be used throughout the remainder of your courses and in your final internship. A link will be provided in class. For this initial assignment, you will take us on a **2-3 minute** video tour of your field hours classroom. It should include the following components

- A descriptive audio/video snapshot of the features of your classroom. Include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc.
- A written **analysis** of your video in Edthena. Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.
- Reflective comments/questions on each of the videos posted by peers in your assigned group.

	0	2.5	5	7.5	10
Descriptive Tour	No tour	Average description of classroom	Thorough description of classroom		
Analysis	No analysis	Limited analysis with no connections	Average analysis with a few general connections to course readings/content	Above average analysis with some connections to course readings/content	Thorough analysis with explicit (cited) connections to course readings/content
Posts to Peers 11	No posts to peers	Limited number of posts to peers	Multiple posts to peers' tours		

### ***Structured Field Reflections (30 points)***

The purpose of this assignment is to support structured, focused observations in the field and connection these observations to your course readings through critical reflections.

You will turn in two iterations of this assignment. You will write an observation of five of the following items and write an entry of each using the graphic organizer listed below. You may **NOT** repeat, as you need to observe each item. The first set of five reflections is due March 22. The second set of five reflections is due May 3. It is highly recommended that you leave #9 and #10 until after they have been discussed in class. Your Structured Field Reflections should include the following entries:

11. Management/Instructional Beliefs (first entry)
12. Example of building community
13. Learner differences
14. Morning Meeting observation
15. Rules/Norms
16. Challenging Behaviors
17. Classroom Procedures
  - a. Transitions (physical/emotional/cognitive)
  - b. Interaction protocols
18. Working with Parents/Families
19. Teacher Language
20. Two lesson observations
  - Focus on instructional strategies and instructional approach
  - Identify elements of effective lessons (hook, modeling, guided practice, etc...)

Each reflective entry should include 1) date/time of the observation, 2) brief summary/notes 3) questions you have 4) connections to course readings/discussions 5) implications for your beliefs and practices.

<b>Criteria</b>	<b>Does Not Meet Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	Reflection is limited in terms of summary, questions, connections, and implications	Reflection includes descriptive summary, questions, connections, and implications	Section includes extensive summary, questions, connections, and implications

## EDCI 544 Weekly Attendance/Participation Chart

### *Expectations (2 pts. per week)*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Please see syllabus for additional details. **Weekly participation/attendance** is evaluated using the scale below.

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)
<b><u>Participation/</u> Attendance</b>	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions. The student submits post class thoughts.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class. The student submits post class thoughts that are reflective and evidence of deep engagement during the class meeting.

## ASSIGNMENT DETAILS EDCI 544

### **Items to accomplish in field experience (*information for your classroom teacher*):**

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

February/Early March	<p><b>Classroom Tour</b></p> <p>Video record a 2-3 minute tour of the classroom. This is best completed when children are not in the classroom so that it does not distract them. The tour should be non-evaluative—merely descriptive.</p>
Late April	<p><b>Lesson Planning and Instruction</b></p> <ul style="list-style-type: none"> <li>Use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create a well-developed lesson plan. You should work closely with your classroom teacher to identify a topic and date for instruction. You will work collaboratively in class and with your teacher to</li> </ul>

	<p>design your lesson. The lesson should be shared at least 48 hours in advance with your teacher and your course instructor. The lesson should be video-recorded. <b>Please remember to identify any students who are not allowed to be on video.</b></p>
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**Please discuss these with your teacher early (NOW) in the semester so you can plan with him/her.**

### **Additional Program Content:**

#### **Important Information for Licensure Completion**

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

*For details, please check <http://cehd.gmu.edu/teacher/test/>*

#### **Endorsements:**

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### **CPR/AED/First Aid:**

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### **Background Checks/Fingerprints:**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

*Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.*

**Application:**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

*Deadlines*

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)