

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDCI 545 Section B02
Assessment and Differentiation (3 credits)
Fall 2017
Tuesdays (4:30pm—7:00pm)
Nguyen Engineering Building rm. 1107

Faculty

Professor: Dr. Shannon King

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

Office Location: N/A

Office Phone: (703)-409-5522

Email: spaschal@gmu.edu

Prerequisites/Corequisites

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

University Catalog Course Description

Provides a research-based introduction to differentiated instruction for children in grades PK-6. Emphasis on the assessment of learners and differentiation of instruction to meet the needs of all learners.

Course Overview

Not Applicable

Course Delivery Method

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities.

Learner Outcomes or Objectives

This course is designed to enable students to:

- a) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
- b) identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
- c) apply the core principles of differentiation when planning and assessing lessons.

- d) discuss the interdependent relationship between assessment and instruction in a learning environment.
- e) identify formal and informal assessment tools to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction.
- f) identify and discuss strategies for assessment and grading in a differentiated classroom.
- g) generalize course content to reflect how the multicultural, special needs, gifted students and other diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

Professional Standards

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **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 #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.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **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 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.

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.

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments**— Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- **Standard 5: Engage in Professional Growth and Leadership**— Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources

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

Sousa, D. & Tomlinson, C. (2010). *Differentiation and Brain: How neuroscience supports the learner-friendly classroom*. Solution Tree, Inc.: Bloomington, IN.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD: Alexandria, VA.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

**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).

• Assignments and/or Examinations

1. Attendance and Participation (5 points per class for total of 30 points*)

It is expected that you attend all scheduled classes and asynchronous 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 24 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.

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; therefore, **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.

2. Literature Circle (10 points)

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections for every class. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. With your group, you will create the roles necessary for maximizing your understanding of the readings. Each class, you will assume one of the literature circle roles (on Bb) and record your responses accordingly in your literature circle journal. You should bring your journal to class each week, as these will be used in class to guide your literature circle discussions. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

3. Resource Handout (10 points)

You will either identify one differentiation or assessment concept that you would like to know more about or ask your cooperating teacher to provide you with a concept they would like to know more about. Then you will research the concept and create a 1-page handout for your classmates that details the following:

1. A definition of the concept that includes its purpose in helping students learn
2. A brief synopsis of research on the concept
3. Suggestions on how to apply this concept within practice (what have others done, and your ideas for what could be done)

A list of possible concepts within Differentiation include (a) *learning profile assessments*, (b) *tiered assignments*, (c) *contracts*, (d) *menus*, (e) *bloom's taxonomy*, (f) *stations*, etc.

A list of possible concepts within Assessment include (a) *diagnostic assessments*, (b) *data collection*, (c) *self-evaluations*, (d) *performance-based assessments*, (e) *teacher-made tests*, (f) *rubrics*, (g) *checklists*, (h) *anecdotal note-taking*, (i) *student interviews*, (j) *student observations*, (k) *portfolios*, etc.

This assignment should be **submitted to Bb on Thursday, June 25**. The evaluation of this work will be done using a self-evaluation tool; therefore, you will assign your grade along with me.

*Please note the above is meant to be a framework for this assignment. I would like you to develop the details of this assignment as you see fit. Just remember this will be a resource for teachers and your peers!

4. Differentiated Lesson Plans (PBA #1) (30 points)

You will **create a sequence of 3 lesson plans**. You will identify an overarching goal for all 3 lesson plans, a brief pre-assessment to be used before the instruction, and a brief summative assessment to be used after instruction. Each lesson plan must follow the GMU lesson-planning format.

** This assignment will be part I of the designated PBA for the course and will be submitted via Tk20.*

5. Analysis of Student Learning (PBA #2) (20 points)

Using the skills in assessment that you will develop in this course, you will **analyze student data and provide a plan for differentiation based on this data**. This plan may address student readiness, interest, and learning profile. Your analysis will detail how the data would be used to inform your planning—specifically, how you might use it to differentiate content, process, and product within your instruction.

You will be expected to examine the data to such a level that you are able to identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom. *In addition, you will be expected to go beyond merely attending to percentage correct/incorrect of the assessments and instead look more closely to specific learning needs that might be addressed.*

And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data.

**This assignment is part two of the PBA designated for this course and will be submitted via Tk20.*

- **Grading**

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
A – G	Attendance, Participation & Reflections	30 points	<i>ongoing</i>
A	Literature Circles	10 points	<i>ongoing</i>
A, B, E, F	Research Handout	10 points	
A – G	PBA #1: Differentiated Lesson Plans	30 points	
A – G	PBA #2: Analysis of Student Learning	20 points	
TOTAL		100 / 100%	

**Dates may change throughout the course*

- **Grading Policies**

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

**Remember: A course grade less than B requires that you retake the course.*

- **Other Expectations**

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

Because learning is the goal, assignments *may be rewritten and resubmitted* so that the assignment is satisfactorily completed. The instructor holds final say in whether an assignment is eligible to be rewritten and resubmitted.

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <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 silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to 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/>.

Additional Information Regarding Course Assignments

Analysis of Student Learning (PBA)

Part 1: Using Data to Drive Instruction

Using the skills you will develop in this course, you will **review** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of a small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- Create and conduct a series of diagnostic pre-assessments to use
- Maintain a system for organizing/collecting your data
- Meet with your group to discuss the findings from your pre-assessments
- Write a brief description of what you learned about each student
 - One paragraph about each student
 - One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for

readiness, interest, and learning style via content, process, product in your guided reading lessons?

Analysis of Student Learning (PBA)

PART 1-Diagnostic Assessments				
Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Diagnostic Tools	Not included	Designed and used a limited number of diagnostic pre-assessments (2 or fewer)	Designed and used a variety (2-3) of diagnostic pre-assessments	Designed and used a wide variety (4+) of diagnostic pre-assessments
Analysis of pre-assessment data	Not included	Analysis of data is generic in scope and limited in depth.	Analysis of data includes a general description of each student	Analysis of data includes rich, thorough description of each student
Implications of pre-assessment findings		Limited description of implications for planning—with little attention to strategies for differentiating instruction	A description of implications for planning—with an some emphasis on strategies for differentiating instruction	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction
Writing Style	Numerous errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation
Part 2: Lesson Plans				
Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Rationale ACEI 3.1 INTASC 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.

Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.1 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures
Instructional approach and strategies ACEI 3.4, INTASC 5	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used
Assessment ACEI 4.0 INTASC 6	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.
Learner differences ACEI 3.2 INTASC 2	Limited attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	Detailed attention to learner differences via accommodations, modifications, differentiated strategies

Tentative Class Schedule

DATE	TOPIC/GUIDING QUESTIONS	READINGS/ ASSIGNMENTS DUE
<p>Tuesday, August 29 <i>Overview/ Big Picture</i></p>	<p>Differentiation</p> <ul style="list-style-type: none"> • What kind of models can teachers use as a basis for setting up a differentiated and brain-friendly classroom? <p>Assessment</p> <ul style="list-style-type: none"> • What are effective practices for assessing students that inform instruction? (<i>Assessments of, for, and as learning</i>) 	<p>READINGS:</p> <ul style="list-style-type: none"> • Tomlinson Ch. 1 <p>ASSIGNMENTS DUE: (completed in class)</p> <ul style="list-style-type: none"> • Background Knowledge assessment
<p>Tuesday, September 5 <i>Differentiation: What? & Why?</i></p>	<p>Differentiation</p> <ul style="list-style-type: none"> • How do mindsets of teachers and students affect differentiation? • What kind of learning environment is most conducive to differentiation? <p>Assessment</p> <ul style="list-style-type: none"> • What are effective practices for assessing students that inform instruction? (<i>Assessments of, for, and as learning</i>) 	<p>READINGS:</p> <ul style="list-style-type: none"> • Tomlinson Ch. 2
<p>Tuesday, September 12 <i>Differentiation: How?</i></p>	<p>Differentiation</p> <ul style="list-style-type: none"> • What is a quality curriculum and how is it related to differentiation? • How do I determine “intended learning outcomes” that state what students should Know, be able to Do, and Understand? (KUDs) 	<p>READINGS DUE:</p> <ul style="list-style-type: none"> • Tomlinson Ch. 3
<p>Tuesday, September 19 <i>Differentiation: How?</i></p>	<p style="text-align: center;"><i>ONLINE: Asynchronous Session--complete the activities when it suits your schedule</i></p> <p>Differentiation</p> <ul style="list-style-type: none"> • How might I differentiate according to students’ interest, readiness and/or learning profile? 	<p>READINGS DUE:</p> <ul style="list-style-type: none"> • Tomlinson Ch. 4-5
<p>Tuesday, September 26 <i>Assessment: What? & Why?</i></p>	<p>Assessment</p> <ul style="list-style-type: none"> • What are the qualities of effective formative assessment? • What are the qualities of summative assessment? • What are qualities of an effective pre-assessment? • Why is it important to incorporate ongoing assessment? <p>Work On: Work on Resource Handout & self-evaluation</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • One assigned PDF from list of Dirksen (2011), Heritage (2007), Duckor (2014), & Tomlinson (2014)

<p>Tuesday, October 3 <i>Assessment: What? & Why?</i></p>	<p>ONLINE: Asynchronous Session--complete the activities when it suits your schedule</p> <p>Assessment</p> <ul style="list-style-type: none"> • Why is it important to incorporate ongoing assessment? • How do I use <i>assessment as learning</i> for students? <p>Work On:</p> <ul style="list-style-type: none"> • Work on Resource Handout & self-evaluation 	<p>READINGS DUE: One assigned PDF from list of Dirksen (2011), Heritage (2007), Duckor (2014), & Tomlinson (2014)</p>
<p>Tuesday, October 10 NO CLASS: Columbus Day Swap</p>		
<p>Tuesday, October 17 <i>Assessment: How?</i></p>	<p>Assessment</p> <ul style="list-style-type: none"> • How do I create engaging and effective teacher-made tests and use them either as <i>assessments of learning</i> or <i>assessments for learning</i>? • What other assessment choices do I have besides teacher-made tests? • How are assessing and grading linked? • How do I apply my knowledge to create a plan for assessing and teaching a sequence of 3 lesson plans? 	<p>READINGS:</p> <ul style="list-style-type: none"> • Jigsaw: One assigned reading on either portfolios (Ch. 3), rubrics (Ch. 5), performance-based assessments (PDF), questioning (PDF), oral language/interviews (PDF/Ch. 9) • Vatterott (2014) PDF
<p>Tuesday, October 24 <i>Assessment: How?</i></p>	<p>ONLINE: Asynchronous Session--complete the activities when it suits your schedule</p> <p>Assessment</p> <ul style="list-style-type: none"> • What other assessment choices do I have besides teacher-made tests? 	<p>READINGS DUE:</p> <ul style="list-style-type: none"> • Jigsaw: One assigned reading on either portfolios (Ch. 3), rubrics (Ch. 5), performance-based assessments (PDF), questioning (PDF), oral language/interviews (PDF/Ch. 9) • Vatterott (2014) PDF <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • Resource Handout to Bb • Self-Evaluation of Resource Handout to Bb
<p>Tuesday, October 31 <i>Putting it All Together</i></p>	<p>Differentiation & Assessment</p> <ul style="list-style-type: none"> • How does differentiation support effective teaching of neurodiverse students (i.e. students with disAbilities, exceptionalities, or English language learners)? • What do I need to be mindful of as I manage a differentiated classroom? <p>How does assessment inform the teaching and learning process?</p>	<p>READINGS DUE:</p> <ul style="list-style-type: none"> • Tomlinson Ch. 6-8

Tuesday, November 7 <i>Putting it All Together</i>	Differentiation & Assessment How does assessment inform the teaching and learning process?	READINGS DUE: <ul style="list-style-type: none"> Tomlinson Ch. 9-10 & "A Final Thought"
Tuesday, November 14 <i>Putting it All Together</i>	Topics Determined by ongoing assessment and student interest	READINGS DUE:
Tuesday, November 21 <i>Work Session & Conferences (as needed)</i>	ONLINE: PBA Unit Planning & Work Session	READINGS DUE: <ul style="list-style-type: none"> None! ☺
Tuesday, November 28 <i>Putting it All Together</i>	Topics Determined by ongoing assessment and student interest	
Tuesday, December 5 <i>(Last F2F Class)</i>	Topics Determined by ongoing assessment and student interest	ASSIGNMENTS DUE: <ul style="list-style-type: none"> PBA 1 & 2 drafts for peer review
Tuesday, December 12	Work with Critical Friends Check in with instructor available Tuesday a.m., as needed	Final PBAs due December 16 <ul style="list-style-type: none"> PBA 1 & 2 Any other assignments you might be revising

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 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 – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

- * Traditional Internship: ***September 15, 2017***

- * On-the Job Internship: ***November 1, 2015***

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.