

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

***EDUC 542 Section 002***  
***Foundations of Education***

3 credits/Fall 2017 (August 28 – December 9)  
10:30am - 1:10pm/Wednesdays  
Thompson Hall, Room L018, Fairfax Campus

**Professor:** Dr. Mandy Bean

**Office Hours:** By appointment

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**COURSE DESCRIPTION:**

A. **Prerequisites:** Admission to Elementary Education licensure program

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

C. **Expanded Course Description:** N/A

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

**NATURE OF THE COURSE DELIVERY:**

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

**LEARNER OUTCOMES:**

This course is designed to enable students to do the following:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;

3. discuss laws related to students' and teachers' rights and responsibilities

#### **PROFESSIONAL STANDARDS:**

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

#### **National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation**

1. 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 a supportive learning environment.
2. 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.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

#### **Association of Childhood Education International Standards**

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.

5.1 Professional growth, reflections, 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.

#### **InTASC Standards**

Standard 2: 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 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.

#### **8 VAC 20-25-30. Technology standards**

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.

- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

**REQUIRED TEXTS:**

Chenoweth, K. (2007). *“It’s being done”*: Academic success in unexpected schools. Cambridge, MA: Harvard UP.

Gorski, P. C. & Zenkov, K. (2014). *The big lies of school reform: Finding better solutions for the future of public education*.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP.

Spring, J. (2016). *American education* (17<sup>th</sup> ed.). New York: Routledge.

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).

**TK20 PERFORMANCE-BASED ASSESSMENT REQUIREMENTS**

Every student registered for any Elementary Education course with a required performance-based assessment (PBA) is required to submit this assessment, *Reflective Practitioner Paper*, to Blackboard and TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the instructor will be provided in TK20 through Blackboard. Failure to submit the assessment 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.

**COURSE ASSIGNMENTS:**

**1. Assignment Descriptions**

**a. Participation (30 pts. – 25%)**

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 are on time and 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.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Laptop and tablet 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/silenced during class periods. Cell phones may be used during break.

**The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.**

#### *WEEKLY ACTIVITIES AND DISCUSSION*

##### Activities

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

##### Discussion Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

### Exit Slips

At the end of each class meeting, you will complete an Exit Slip that details your current thinking on the questions and/or topics given our readings, activities, and discussion. The Exit Slip entry is to help you process your learning and to provide me insight into your developing understanding and perspectives. These entries can also be used to support your reflection and writing of your Beliefs Statement. Additionally, your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. **These entries will only be read by the instructor.** It is expected that your response is brief, but connected to your discussion responses, the readings and activities in relationship to your evolving/changing thinking on the relationships between the historical, philosophical, and sociological foundations of education, educational initiatives and policies, and roles, responsibilities, and laws that pertain to students and teachers.

### ***b. Educational History (10 pts – 8%)***

We know from the research literature that our prior school experiences as a student (a.k.a. our apprenticeship of observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-4 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

**c. Beliefs Statement (30 points total – 25%)**

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a wiki/google doc that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

Your wiki/google doc should include your final Beliefs statement which will address each of the following prompts:

- I believe that learning... (Week 1)
- I believe that teaching... (Week 1)
- I believe the purpose of schooling is... (Weeks 2 & 3)
- I believe my classroom is... (Weeks 4 & 5)
- I believe all my students are/they learn best when they... (Weeks 6, 9, & 10)
- I believe my students learn best when I... (Weeks 9-12)
- I believe community/family is/are... (Weeks 2, 3, 7 & 8)
- I believe collaboration is...
- My professional goals as a teacher are...

Your wiki/google doc serves as an evolving draft of your Beliefs Statement and you will submit and share entries of your wiki/google doc so you can receive feedback from your colleagues and myself. Each submission is 5 points. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for the following submission dates:

**#1: 9/20**

**#2: 10/11**

**#3: 10/25**

**#4: 11/8 – Letter to Families**

Your final Beliefs Statement should draw upon ideas in your wiki/google doc and other sources of reflective learning (e.g. exit tickets) and be 5-6 pages in length. This final assignment is due on 11/21 as an uploaded document (e.g. Word, PDF). Links to your wiki/google doc will NOT be accepted.

**d. Community Mapping Activity & Presentation (10 pts – 8%)**

In your field experience school groups, you will complete a community mapping activity and presentation shared between EDUC 543 and this course. The purpose of this activity is to familiarize you with the myriad factors that influence students' daily school experiences and to provide a format for introducing your school to your peers.

In your field experience groups, you will research information and create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school that integrates the perspective, themes, and readings from this course:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) intersection of course readings/discussions with your school experiences.

It is highly suggested that your group considers the aspects of the ecological systems model (Bronfenbrenner, 1994) as you plan and conduct research and analyze the information gathered at your field experience site.

A rubric will be provided closer to the date of the presentation. The presentation can take any format that your group prefers. Be creative. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum including social media.

**e. Reflective Practitioner Paper – Performance Based Assessment (40 pts – 34%)**

In order to become reflective practitioners in classrooms that may represent a range of diversity in culture, religion, race, language, ability, gender, and socioeconomic class, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context, which affects the work of the public school teacher. To this end, you will select and analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity that may be of particular interest or importance to you. You will relate this issue/innovation to historical and sociological trends/perspectives and reflect upon how this issue/innovation relates to your own experiences. A detailed task description and rubric is attached.

The process of brainstorming, research, and initial analysis of your issue/innovation will be supported in class:

- 9/27 – visit with Education Librarian
- 11/15 – peer conferences with draft of Reflective Practitioner Paper

## 2. Assignment Weighting

<b>Course Outcomes</b>	<b>Requirements &amp; Assignments</b>	<b>Points</b>	<b>Due Date</b>
1, 2, 3	Participation	30	Weekly
1	Educational History	10	9/13
1	Beliefs Statement wiki	30	Wiki entries: 9/27, 10/11, 10/25, 11/8  Final: 11/18 (Saturday)
1, 2	School Community Presentations	10	TBA
1, 2, 3	Reflective Practitioner Paper*	40	12/6
	<b>TOTAL</b>	<b>120</b>	

## 3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

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

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

**Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education**



#### 4. Other Expectations

**APA format:**

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 6<sup>th</sup> Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a 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)

**Late work policy:**

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

**Revise & Resubmit:**

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

#### **Professional Dispositions**

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

#### **TENTATIVE CLASS SCHEDULE:**

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

<b>Class</b>	<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings/Assignments Due</b>
1	8/30	What does <i>foundations of education</i> mean?	Bb: Willing to Be Disturbed Ayers (2010) “Seeing the Student”

		Who are we as individuals? Who are we as future teachers?	Watson (2012)
2	9/6	What are the purposes of school? *Historical/political *Social *Economic Who decides what purposes school serves?	Spring, Ch. 1 & 2 DTBI, Introduction  Spring, Ch. 4 Big Lies, Ch. 11 Chenoweth, Introduction & Ch. 2
3	9/13	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Race, Gender, and Special Needs	Spring, Ch. 5, p. 112-127 DTBI, Ch. 2 Bb Readings- jigsaw  <b>DUE: Educational history</b>
4	9/18 <b>(MONDAY)</b>  (no EDCI 543 this week)	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Global migration *Poverty	Spring, Ch. 6 Big Lies, Ch. 1 & 10 Chenoweth Ch. 7 Bb Readings
5	9/20	For whom does school 'work'? For whom does school not work?	Spring Ch. 3, skip p. 65-71 DTBI, Ch. 3 Resnick (1995)  <b>DUE: Beliefs statement wiki #1</b>
6	9/27	Visit to Fenwick Library with Librarian Anne Driscoll (meet there)	
*	10/4 and 10/11 <b>(DR. BEAN OUT OF TOWN)</b>	No face-to-face sessions	<b>DUE: Beliefs statement wiki #2 on 10/11</b>
7	10/18	What are the major federal, state, and local policies impacting schools today?	Big Lies, Ch 9 and Ch.12 DTBI, Ch.4 and 5 Chenoweth, Ch 4 Bb Readings

			<b>DUE:</b> Beliefs statement wiki #3
8	10/25	How should students be taught?	<p>Bb Philosophies readings (one will be assigned):</p> <ul style="list-style-type: none"> <li>● Noddings (care)</li> <li>● Adler (perennialism)</li> <li>● Montessori (constructivism)</li> <li>● Skinner (behaviorism)</li> <li>● Dewey (pragmatism)</li> <li>● Freire (critical pedagogy)</li> <li>● Gay (Culturally Responsive Teaching)</li> </ul> <p>Big Lies, Ch. 4</p>
9	11/1	How should students be taught?  COMMUNITY MAPPING PRESENTATIONS	<p>Spring, Ch. 7 Big Lies, Ch. 5 Bb readings</p> <p><b>DUE:</b> Beliefs statement wiki #4</p>
10	11/8	What is most important for our students to learn?	<p>Big Lies, Ch. 3 Chenoweth Ch. 14 DTBI, Ch. 6 Bb Readings</p> <p><b>DUE:</b> draft of Reflective Practitioner Paper (for class)</p>
11	11/15	What is the best evidence of student learning? What is the best evidence of teacher success?	<p>Big Lies, Ch. 2 &amp; 6 Chenoweth Ch. 16 Bb readings</p> <p><b>DUE:</b> Beliefs statement final</p>
12	11/29	Who are we as future teachers? How do we organize to best serve our students and our profession?	<p>Spring, Ch 10 Big Lies: Ch. 7 Chenowith Conclusion</p>

13	12/6	What are the most pressing issues with which we must be concerned as future teachers?	Bb readings (Time for Teachers) <b>DUE:</b> Reflective Practitioner Paper (PBA)
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### 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 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.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, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]**

## **EMERGENCY PROCEDURES**

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

## **IMPORTANT INFORMATION FOR LICENSURE COMPLETION**

### **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 15<sup>th</sup> is **August 1<sup>st</sup>**.

#### **Required tests:**

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. RVE (specific programs only...see link below)
4. ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
5. 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](mailto: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, 2017**

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](mailto: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.



### SCHOOL COMMUNITY MAPPING ACTIVITY RUBRIC

	0/1	2	4
<b>Visual tour of school</b>	Visual tour provides a snapshot into the school and a general sense of the surrounding community (not all ecological systems included)	Visual tour provides some sense of the school and surrounding community with consideration to some ecological systems	Visual tour provides a clear sense of the school and surrounding community with consideration to all ecological systems
<b>School and community description and demographics</b>	Not provided	General description of school, community and demographics of each are included	Thorough and specific description of school, community and demographics of each are included
<b>Aspects of school that make it unique</b>	Not provided	General description of unique aspects of the school is shared	Exhaustive description of unique aspects of the school
<b>Intersection of course readings with your field experiences</b>	Not provided	A limited number and/or general connections are made between course readings and field experiences	Explicit and thorough connections made between course readings and field experiences
<b>Presentation</b>	Presentation is not balanced among group members and does not meet the timing requirements	Presentation is somewhat balanced among group members and stays close to allotted time	Meets the 7-10 minute time frame and includes a balanced amount of contribution among group members
<b>Contributions to Group Project</b>	Did not contribute adequately	Limited contributions and/or participation in the group project	Active and engaged member of the group; contributions equal to/greater than that of other group members

### Reflective Practitioner Paper (PBA)

“A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results.”

(Boykin & Noguera, 2011, p. viii)

In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity. Taken another way, you will explore the following question: **What are the tensions within**

**efforts to reform public education and how do these debates shape your thinking and actions as a teacher?**

Follow the steps below to write this scholarly paper.

1. Pick an educational initiative introduced through class (readings, discussion, materials). It may be helpful to reflect upon your Educational History, Belief Statement wiki entries, and Exit Slips to select an initiative/innovation that is particularly meaningful to you. Remember you will be asked to personally reflect upon this initiative/innovation.  
***We will consider this as a group on 10/18.***
2. Research which group of students this initiative is designed to benefit and why. Consider who it disadvantages (e.g. a different group of students, a certain group of teachers, etc.) and why. Consider who else might be indirect stakeholders in this initiative/innovation and why it is of importance to them.
3. Find peer-reviewed research articles and review class readings that address the initiative/innovation and its impact on students. Try to find evidence for multiple perspectives. Take notes as you read.  
***If you are not sure about whether a research journal is peer-reviewed, please consult with me or the Education Librarian, Anne Driscoll, at Fenwick Library.***
4. Write a draft of your paper. Use the examples from previous classes as a guide. Prepare questions and concerns for a workshop session with your paper. Use the rubric provided to self-assess where you have questions or concerns.  
***We will workshop your draft on 11/15.***
5. Finalize your paper. Use the rubric provided to self-assess where you might want to revise. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.  
***Your PBA will be due on 12/6 to both Blackboard AND TK20.***

## **Introduction**

- This is where you introduce your topic, establish its significance (hook), and give your reader an advance organizer for the paper.

## **Part One (Name the initiative)**

### **Description of the initiative**

### **Background and historical information of initiative**

### **Strengths of the initiative**

### **Weaknesses of/challenges to the initiative**

### **Implications for teachers**

- What does this initiative mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative/innovation.

## **Part Two (Identify the students directly influenced who may be in your classroom)**

### **Background of the student population targeted by the initiative**

- This may include US, VA, DC demographics as relevant.

### **Classroom/school implications for young learners in this population**

- How has this population of students historically experienced education?
- How do identity characteristics of this population intersect with characteristics of school? How are these students advantaged in specific ways in a classroom or school setting ? Why? How are these students disadvantaged? Why?

### **Implications for teachers such as yourself**

- This is where you reflect upon your experiences and background to compare/contrast your background with the previously identified population of students you may be teaching.
- What are the relevant aspects of your identity that may impact how you teach and how these students might learn from you?
- How might these pieces of your identity potentially support how you are able to “see” AND “not see” this identified student population? Why?
- If applicable, what challenges would you need to overcome to “see” these students? How might you advocate for these students?

## **Part Three**

### **Conclusions**

- Based on what you have presented in your paper, what conclusions can you draw about the impact of the initiative on this specific population of students who may be in your future classroom?
- Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?

## TIPS

### **While you are writing the paper make sure that you are:**

- Integrating concepts from readings. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs multiple (2 or more different) sources. I will be looking for breadth and depth in your references.
- Integrating class discussions and integrating experiences and/or personal reflection (especially in Part 2: Implications for teachers such as yourself).

### **Clarity of writing**

- It is logically organized
- Has an introduction that includes the goals/purpose of the paper
- Has points representing strengths and weaknesses of the initiative
- Has smooth transitions between ideas
- Ends with a conclusion that restates the main points of the paper (without introducing new ideas) and draws conclusions about the initiative's outcomes on intended students.
- Information is presented clearly within the page limits **(8-10 pages)**
- The paper has NO grammar or spelling errors. None.
- Read and re-read your writing before submitting
- If academic writing is difficult for you, ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center (see link above).

### **APA format**

- title page
- headings
- page numbers
- proper use of in-text citations and appropriately formatted reference list
- Do NOT use standalone quotes in your paper. See the "Citation Cheat Sheet" on blackboard for help with this.
- Do NOT include anything in your reference list that you do not cite in your paper.

Reflective Practitioner Rubric	<b>4 Exemplary (Met)</b>	<b>3 Maturing (Met)</b>	<b>2 Developing (Not Met)</b>	<b>1 Unsatisfactory (Not Met)</b>
<b>Description of the education initiative</b> ACEI 5.1	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
<b>Significant historical background information regarding the education initiative</b> ACEI 5.1	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or includes only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
<b>Strengths and weaknesses of the education initiative</b> ACEI 5.1	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
<b>Implications of the education initiative for teachers</b> ACEI 5.1	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population
<b>Background information about the targeted population of students</b>	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents some background information about the targeted population of students, but is not sufficient	Lacks background information about the targeted population of students

<b>ACEI 3.2</b>			and/or lacks supporting references	
<b>Classroom/school implications for students in this population</b> <b>ACEI 3.2</b>	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Lacks implications for students in the targeted population
<b>Implications for teachers such as yourself teaching this population of students</b> <b>ACEI 3.2</b>	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references	Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher
<b>Conclusions regarding the impact of the initiative on students</b> <b>ACEI 3.2</b>	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references

\*note: multiple references means (2 or more by different authors), some means (1), none means (0).

ACEI/NCATE Standards addressed in this task

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.

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.

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

<i>Element</i>	<i>No Errors (1 or 2pts)</i>	<i>Some Errors (0.5 or 1pt)</i>	<i>Multiple Errors (0pts)</i>
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (1)			
Reference page (1)			
Includes introduction (1)			
Clarity of Writing (2)			
Grammar/Mechanics (2)			

Standards score	/32
Elements of writing score	/8
Total score	/40