

George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

EDCI 554-Co2: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom
3 credits, Summer 2019, Session C
July 15-25
MTWR/9:30 am-2:35 pm
Thompson Lo18 – Fairfax Campus

Professor: Dr. Mandy Bean

Office Hours: By appointment; Skype/FaceTime appts. can be scheduled

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PREREQUISITES: Admission to Elementary Education licensure program.

UNIVERSITY CATALOG COURSE DESCRIPTION: Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

COURSE DELIVERY METHOD: This course will be delivered using a lecture/discussion format.

LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia Standards of Learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Describe the central role of arts in learning.
- G. Design and use multiple authentic assessments.
- H. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

PROFESSIONAL STANDARDS:

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

InTASC Standards (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 #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 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 #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.

NCATE/ACEI STANDARDS (Program Standards for Elem. Teacher Preparation):

Social Studies Standard 2.4: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The Arts Standard 2.5: Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

National Content Standards for Arts Education:

Dance

1. Understanding dance as a way to create and communicate meaning
2. Applying and demonstrating critical and creative thinking skills in dance
3. Demonstrating and understanding dance in various cultures and historical periods
4. Making connections between dance and healthful living
5. Making connections between dance and other disciplines

Music

1. Singing: alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Listening to, analyzing, and describing music
4. Understanding relationships between music, the other arts, and disciplines outside the arts
5. Understanding music in relation to history and culture

Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
2. Acting by assuming roles and interacting in improvisation
3. Designing by visualizing and arranging environments for classroom dramatizations
4. Directing by planning classroom dramatizations
5. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
6. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life

Visual Arts

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between the visual arts and other disciplines

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 (ISTE)
 (which covers VA Technology Standards for Instructional Personnel):

1. 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 as standards for students.
2. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

REQUIRED TEXTS:

- Hallerman, S., Larmer, J. & Mergendoller, J. (2011) *PBL in the Elementary Grades*. Buck Institute for Education.
- Zinn, H. (2011). *A Young People's History of the United States: Columbus to the War on Terror*. Seven Stories Press.

*Additional required 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:

All Assignment sheets, templates, and rubrics will be available on Blackboard.

Assignment	Due Date	Standards	Points
1) Course Engagement	Ongoing		24 (3 per day)
2) <i>Where I'm From</i> Poem Write a poem based on the provided template.	July 16 at 9am: present in class and post in BB	Outcome E, F INTASC 9	11
3) Zinn Reflection	July 22 at 9am:	Outcome A, D, INTASC 4,7	10

Select one chapter that relates to a grade level SOL and reflect on how you might present it to your students. See Class 1 powerpoint for details.	present in class and post in BB		
4) Interdisciplinary Book Connection Research a children’s book with a social studies theme that connects to an interdisciplinary area (math, science, literacy, the arts). Present handout in small groups in class that includes how you’d integrate the book.	July 24 at gam: present in class and post in BB	Outcome A, D, INTASC 4,7	10
5) Have an “Experience” Have an “experience” in which you do something you’ve never done. Write a 500-word reflection on the experience. Details discussed in class. See Class 1 powerpoint for details.	Post-class by July 31 Post in BB	Outcome A, B, C, D, E, F, G, H INTASC 1, 3, 4, 5, 7, 8	10
6) Social Studies/Arts Integration Lesson (TK20 Integrated SS & FA) You will develop a lesson plan using Arts Integration. Using your <i>previous or future</i> practicum site as the context, you will connect to state/district social studies standards. Use the lesson plan format posted in Bb.	Post-class by July 31 Post in BB	Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8 NCATE Dance, Music, Theater, Visual Arts	15
7) Project Based Learning (PBL) Unit using Virginia SOLs In groups of 2 or 3 (on same grade level), create a skeleton unit plan using the components of PBL. Connect to VA SOLs. Details provided in class.	Post-class by July 31 Post in BB	Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8	20

Grading Policies

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 2 points per day.** All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

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+	88-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-87	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

PROFESSIONAL DISPOSITIONS:

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

CLASS SCHEDULE: Summer 2019

DATE	GUIDING QUESTIONS	READING AND ASSIGNMENTS DUE FOR CLASS
<p>Class 1 Monday July 15</p>	<p>What are social studies? Why are they important?</p> <p>What social studies knowledge and skills do we want kids to learn?</p> <p>How can global issues be incorporated into K-6 social studies?</p> <p>What is a democratic citizenship education?</p>	<p>READING FOR SESSION 1:</p> <p><u>Blackboard:</u></p> <p><i>Making a difference: Revitalizing elementary social studies:</i> Chapter 1 (p. 5-10) and Appendix (p. 79-82)</p> <p>SKIM for BIG IDEAS: National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46.</p> <hr/> <p>READING FOR SESSION 2:</p> <p><u>Blackboard:</u></p> <p>SKIM: Human Declaration of Rights http://www.un.org/en/universal-declaration-human-rights/</p> <p>Cipparone, P., & Cohen, A. K. (2015). Action civics in fourth grade. <i>Social Studies and the Young Learner</i>, 27(4), 11-15.</p> <p>Website: www.icivics.org</p>
<p>Class 2 Tuesday July 16</p>	<p>What should be the role of current events in K-6 social studies?</p> <p>What is Project Based Learning?</p>	<p>READING FOR SESSION 1:</p> <p><u>Blackboard:</u></p> <p>McBrady, S. (2017). <i>Breaking News!</i> Ten Tips for How to Make Current Events Work for You. <i>Middle Level Learning</i>. 59. p. 9-13.</p> <p>Krutka, D. G. (2017). "Remixing" Current Events: Navigating the Transmedia Terrain with Fifth Graders. <i>Social Studies and the Young Learner</i>, 29(4), 27-31.</p> <hr/> <p>READING FOR SESSION 2:</p> <p><u>Text:</u></p> <p>PBL in the Elementary Grades p. 1-43 and p. 75-84</p> <p><u>Blackboard:</u></p> <p>Whitlock, A. M., & Fox, K. (2014). One hen: Using children's literature in project-based learning. <i>Social Studies and the Young Learner</i>, 26(4), 26-29.</p>

<p>Class 3</p> <p>Wed July 17</p>	<p>What is the role of experiences in a K-6 classroom?</p> <p>How can the arts be integrated into a K-6 classroom?</p>	<p>ASSIGNMENT DUE TODAY: Where I'm From Poem (bring copy/presentation to class)</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Adams, E. (2015). Civics in the Grocery Store. <i>Social Studies and the Young Learner</i>, p.16-18.</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Whitin, P. and Moench, C. (2015). Preparing Elementary Teachers for Arts Integration. <i>Art Education</i>, 68(2), p.36-41.</p> <p>REVIEW THESE WEBSITES:</p> <ul style="list-style-type: none"> • Arts Edge (Kennedy Center) Lessons: https://artsedge.kennedy-center.org/educators/lessons • http://www.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/
<p>Class 4</p> <p>Thursday July 18</p>	<p>How can we best integrate social studies into other core subjects?</p> <p>Afternoon work session (come prepared with ideas for assignments)</p>	<p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Bauml, M., Field, S., & Ledbetter, M. (2013). Immigration, any small goodness, and integrated social studies. <i>Social Studies and the Young Learner</i>, 26(1), 17-21.</p> <p>SKIM: Halvorsen A., & Allman, J. (2015). The Elementary Social Studies Classroom and Integration: An Introduction. Chapter 1 in <i>Becoming Integrated Thinkers: Case Studies in Elementary Social Studies</i>. Bennett, L. & Hinde, E. (Eds.). p. 11-19</p> <p><u>Website:</u></p> <p>http://www.edcircuit.com/teaching-social-studies-in-a-stem-focused-world/</p>
<p>Class 5</p> <p>Friday July 19</p>	<p>What is geographic thinking and how can it be integrated into a K-6 classroom?</p> <p>What is economic thinking and how can it be integrated into a K-6 classroom?</p>	<p>READING FOR BOTH SESSIONS:</p> <p><u>Blackboard:</u></p> <p>Moran, P. W., Miller, K., & Witte, G. (2015). Paper Bag City: Exploring Geography and Economics in the Primary Grades. <i>Social Studies and the Young Learner</i>, 28(1), 20-23.</p> <p>READING FOR SESSION 1:</p> <p><u>Blackboard:</u></p> <p>Gandy, S. K. (2007). Developmentally appropriate geography. <i>Social studies and the young learner</i>, p.30-32.</p> <p>REVIEW THESE WEBSITES:</p> <p>https://www.nationalgeographic.org/geographic-skills/</p> <p>http://www.ncge.org/</p> <hr/> <p>READING FOR SESSION 2:</p> <p><u>Blackboard:</u></p> <p>Meszaros, B. and Evans, S. (2010). It's never too early: Why economics education in the elementary classroom. <i>Social Studies and the Young Learner</i>, p.4-7.</p> <p>WATCH: http://www.econedlink.org/tool/401/Classroom-Mini-Economy-Lesson-Demo</p>

		<p>TAKE THIS ONLINE QUIZ: http://councilforeconed.org/news-information/economic-literacy-quiz/</p>
<p>Class 6 Monday July 22</p>	<p>How does a teacher successfully venture "outside" the textbook?</p>	<p>ASSIGNMENT DUE TODAY: Zinn Reflections</p> <p>READING FOR THIS SESSION (MORNING AND AFTERNOON):</p> <p><u>Blackboard:</u></p> <p>Henning, M. B., Snow-Gerono, J. L., Reed, D., & Warner, A. (2006). Listening to children think critically about Christopher Columbus. <i>Social Studies and the Young Learner</i>, 19(2), 19-22.</p> <p>Salas, K. (2004). How To Teach Controversial Content and Not Get Fired. In <i>New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom</i> (pp. 127-133). http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</p> <p><u>Text:</u></p> <p>Zinn, H. (2009). A Young People's History of the United States. (ENTIRE BOOK read by this date)</p> <p>SKIM THESE WEBSITES:</p> <p>https://peopleshistory.us/</p> <p>https://peopleshistory.us/news/voices-in-the-classroom-teaching-resource-guide-voices-of-a-peoples-history-of-the-us/</p> <p>http://zinnedproject.org/</p>
<p>Class 7 Tuesday July 23</p>	<p>What is historical thinking in a K-6 classroom?</p>	<p>ASSIGNMENT DUE TODAY IN CLASS:</p> <p>✓ Interdisciplinary Book Connection - present in class; bring handouts to share</p> <p>READING FOR SESSION:</p> <p><u>Blackboard:</u></p> <p>Massey, D. D. (2016). Pictures First: Using Historical Thinking with All Learners. <i>Social Studies and the Young Learner</i>, 28(4), 9-12.</p> <p><u>Online:</u></p> <ul style="list-style-type: none"> • http://teachinghistory.org/historical-thinking-intro (watch video) • https://www.loc.gov/teachers/ • https://www.edutopia.org/historical-thinking-skills-K-6
<p>Class 8 Wed July 24</p>	<p>How will we teach about the importance of voting?</p>	<p>READING FOR SESSION:</p> <p><u>Blackboard:</u></p> <p>Valbuena, R. (2015). Cultivating curiosity and active citizenship: Teaching voting and the history of voting rights. <i>Social Studies and the Young Learner</i>, 28(2), 5-8.</p> <p>CHECK OUT THESE WEBSITES:</p> <p>http://pbseduelectioncentral.com/</p> <p>http://www.growingvoters.org/Elementary-Lesson-Plans-on-Voting-and-Classroom-Activities-on-Elections---Growing-Voters.html</p>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Rubric: Social Studies/Arts Integration Lesson (Assignment #6)

	Beginning 0 pt. (Does not meet)	Developing 1 pt. (Approaches)	Accomplished 2 pts (Meets)	Exemplary 3 pts (Exceeds)
Standards and Instructional Objectives	Lesson is not based on standards. Content is inaccurate.	Lesson is based on standards for SS or the arts; some aspects not developmentally appropriate. Some content is inaccurate.	Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate.	Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate and inclusive beyond the requirements.
The candidate identifies national/state/local standards that align with objectives and	None or few objectives are clear, obtainable nor measurable. The lessons' order is		Most objectives are clear, obtainable	

<p>are appropriate for curriculum goals and are relevant to learners.</p> <p>INTASC 7 ACEI 3.1 CAEP 3c</p>	<p>confusing. The lesson is not well organized and is difficult to follow.</p>	<p>Some objectives are clear, obtainable nor measureable. The lesson is not particularly well organized and is difficult to follow.</p>	<p>and measureable. The lesson is well-organized and easy to follow.</p>	<p>All objectives are clear, obtainable and measureable. The lesson is well-organized and easy to follow.</p>
<p>Planning and Materials</p> <p>The candidate plans and implements instruction based on knowledge of students and learning theory.</p> <p>INTASC 4 ACEI 3.1 CAEP 3c</p> <p>INTASC 1 ACEI 3.1 CAEP 1a</p>	<p>Candidate does not create a lesson that is developmentally appropriate or reflects knowledge of students and learning theory.</p> <p>Materials are not included.</p>	<p>Candidate creates a lesson in which few aspects are developmentally appropriate and/or reflects limited knowledge of students and learning theory.</p> <p>Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.</p>	<p>Candidate creates a lesson which is developmentally appropriate and reflects knowledge of students and learning theory.</p> <p>All materials are included but use is unclear; some materials are hands-on and/or authentic.</p>	<p>Candidate creates a thoroughly lesson which is developmentally appropriate and reflects substantial evidence of students and learning theory.</p> <p>All materials are included but use is clear; all materials are hands-on and/or authentic.</p>
<p>Student Centeredness</p> <p>INTASC 5 ACEI 3.4 CAEP 3c</p>	<p>The lesson is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic, or end product.</p>	<p>The lesson is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.</p>	<p>The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.</p>	<p>The lesson is appealing, it invites students to be creative, and encourages students to take responsibility for their own learning. Student voice is meaningfully integrated in the lesson.</p>
<p>Assessment</p> <p>INTASC 8 ACEI 4.0 CAEP 3a</p>	<p>Candidate does not include an assessment and/or assessment is not aligned with objectives.</p>	<p>Candidate includes assessment; Limited alignment of assessment with objectives.</p>	<p>Candidate includes assessment; Assessment aligned with objectives.</p>	<p>Candidate includes differentiated assessments that are aligned with objectives.</p>
<p>Social Studies Instruction</p> <p>INTASC 4 ACEI 2.4 CAEP 2d</p> <p>Fine Arts Instruction</p> <p>INTASC 4 ACEI 2.5 CAEP 2e</p>	<p>Lesson shows little understanding of and ability to apply principles of effective social studies teaching. Lesson has no engagement and meaning for students.</p> <p>Candidate does not include opportunities for creative and meaningful through teaching with the arts.</p>	<p>Lesson shows some understanding of and ability to apply principles of effective social studies teaching. Lesson has limited engagement and meaning for students.</p> <p>Candidate designs a lesson that integrates the arts, but does not support creative and meaningful learning through</p>	<p>Unit shows an adequate understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.</p> <p>Candidate designs a lesson that generally supports creative and meaningful learning through</p>	<p>Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.</p> <p>Candidate designs a lesson that extensively supports creative and meaningful</p>

		teaching with the arts.	teaching with the arts.	learning through teaching with the arts.
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Interdisciplinary Book Connection Rubric (Assignment #4)

	0 points	1.5 points	3 points
Book has a Social Studies theme that connects to another subject	Lack of SS theme and no connections made to other subject areas	Unclear SS theme and lack of connections made to other subject areas	Clear SS theme and unified with an interdisciplinary subject (math, LA, science, arts)
Plan for integration of the book	No plan is provided	Plan is provided for integration but it is unclear how to implement	Explicit plan is provided for how to best integrate the book
Handout (Bring seven paper copies to class)	Handout lacks two or more of the six criteria needed.	Handout lacks one of the six criteria needed.	Handout includes: Book Title, Author, Year, Brief summary (3-4 sentences), appropriate grade level(s), connection to other subjects with idea for integrating.

One point given for presenting in small groups.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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.**

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 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 or dropped-off in Thompson Hall, Suite 2300.

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 2020 internship application deadline:

* Traditional Internship: *September 15, 2019*

* On-the Job Internship: *November 1, 2019*

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.