George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners
EDUC 511 DL1
Child and Adolescent Development in Global Contexts
3 Credits, Summer 2021
May 17, 2021-July 21, 2021

PROFESSOR

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Course Description

Prerequisites/Corequisites None

University Catalog Course Description: Provides an introduction to teaching culturally and linguistically diverse and exceptional learners. Includes analysis of human growth and development, an overview of psychology, and introduction to using technology across the curriculum. Fieldwork hours are required.

Important Note: For Summer 2021, in-school and/or virtual field experiences with Pre K-12 mentor teacher will NOT be required. In this course, an alternative performance-based assessment will be developed. Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview

This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and child development. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings. It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours during a 15 week semester. In the summer our time is compressed so you should plan to work for about 4.5 hours a week for the duration of this course. For each of the 9 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Course Delivery Method

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This online course is not self-paced. You will be expected to complete one module every week. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates. This course site will be available on May 12th, 2021

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported- browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested- devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: https://get.adobe.com/reader/
- https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays, and finish on Mondays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words . Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

- Represent the typical developmental characteristics of children/students in PK-12 grade classrooms.
- Explore the impact of cultural, linguistic and exceptional diversity on learning in PK-12 grade classrooms.
- State the principles of learning theory and relate the principles to teaching strategies.
- State the major components of IDEA, Part B, 504 and Part C.
- Examine the service models for culturally, linguistically and exceptional learners in PK-12 international schools.
- Understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
- Become familiar with the following aspects of prevention of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, and interventions.
- Plan and implement observations of child/adolescent development in PK-12 settings.
- Identify research and web-based educational resources.

Professional Standards (CAEP K-6 Elementary Standards/TESOL/INTASC/ISTE)

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

CAEP K-6 Elementary Teacher Preparation Standards:
Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

TESOL Standards:
Standard 2: ELLS in the sociocultural context
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.
2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 5: Professionalism and Leadership
Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self- assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.
5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS:
EDUC 511 is the introductory course in the concentration, a collegial program that prepares elementary, ESL, FL teachers for domestic and international schools. TCLDEL applies the goals of GMU elementary, ESOL and FL education curriculum in order to prepare teachers across disciplines to work together on behalf of children and students. EDUC 511 focuses upon the program goals that address educational foundations, especially in human growth and development and psychology. In addition, EDUC 511 primarily addresses the following Standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 511 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ISTE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #2 Ethical Leadership
Standard #2 Learning Differences	Standard #2 Design & Develop Digital- Age Learning Experiences & Assessments	Value #5 Social Justice
Standard #3 Learning Environments	Standard #3 Model Digital-Age Work and Learning	
Standard #9 Professional Learning and Ethical Practice	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #10 Leadership & Collaboration	Standard #5 Engage in Professional Growth & Leadership	
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Further, EDUC 511 addresses the following essential understandings in the IB Level I Award Teacher Strands and IB Inquiry Areas at an introductory (awareness) level:

- Purpose
- Environment
- Culture
- Learning
- International education and the role/philosophy of the IBO programmes.
- Curriculum frameworks (principles, structures and practices).
- Curriculum and instructional design.
- Curriculum articulation
- Teaching methodologies and the support of learning
- Differentiated teaching strategies
- Selection and evaluation of teaching and learning materials
- The principles of assessment
- The principles and process of reflective practice
- Collaborative working: planning, implementation and evaluation.

Required Texts

Ormrod, J.E., Anderman, E. M., & Anderman, L. (2020). Educational psychology: Developing learners (10th edition). Upper Saddle River, NJ: Pearson.

Technology Resources:

All students are required to have access to a computer with Internet access and a current GMU email account.

Relevant Websites:

U.S. DOE, Education Resources Information Center http://ies.ed.gov/ncee/projects/eric.asp
The Gateway Collection of Lesson Plans (U.S. DOE) http://www.thegateway.org/
Education World – Lesson Planning http://www.education-world.com/a_lesson
International Baccalaureate – Program Resource Center (PRC) http://www.ibo.org/
Virginia Standards of Learning http://www.knowledge.state.va.us/main/sol/sol.cfm
American Psychological Association http://www.apa.org
Child Abuse Prevention
http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/requirements.html
Behavior Interventions and Support
https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html

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 SUBMISSION REQUIREMENT
NOTE: Submission of Performance-Based Assessments to TK20 will NOT be required during Summer 2021. Students will submit instructor-designed Alternative Performance-Based Assessments via Blackboard Assignment links as per directions on Bb. Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment (The Child/Adolescent Study) and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard.

FIELDWORK REQUIREMENT: **Important Note: For Spring 2021, in-school and/or virtual field experiences with Pre K-12 mentor teacher will NOT be required. In this course, an alternative performance-based assessments will be assessed.**

Field Experience Record and Evaluation (The Child Study). Not Applicable for Summer 2021: The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 15 hours in field experience for this course. Documentation of your field experience is required as well as a signed

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statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete the required hours per course (e.g., if you have two courses requiring 15 hours each, you will need to do 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

Not Applicable for Summer 2021: *TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

Not Applicable for Summer 2021: In service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: "I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace." The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Not Applicable for Summer 2021: Pre-service teachers: If you are not currently working in a PK–12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Not Applicable for Summer 2021: Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K–12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

Not Applicable for Summer 2021: TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

More detailed descriptions of assignments are shown at the end of the syllabus.

Assignment	Percent of final Grade	Outcomes Addressed	Due Date
Special Modules Child Abuse Military Connected Children Behavior Intervention and Support	 4 3 4	1, 2, 7, 9	 June 7 June 28 July 12
Discussion Board	24	1, 2, 3, 4, 5, 6, 7, 8, 9	Weekly
I learn America Video Activity	5	1, 2, 3	May 28th
Quizzes	15	1, 2, 3, 4, 5, 6, 7	Jun 14 July 2 July 12
Dispositions Statement	15	2	June 14
Influences on Learning	15	1, 2, 3, 5, 6, 9	July 12
~~Fieldwork Logs~~	S/U	2, 5, 6, 8	N/A for Summer 2021
~~Child/Adolescent Study (PBA) *~~ Alternate Assessment	20	1, 2, 3, 4, 5, 6, 8, 9	July 20th
TOTAL	100		

Other Requirements - Online Participation/Attendance Policy: Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course .

Grading - 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:

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

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

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
- Copying a paper or part of a paper from another student (current or past);
- Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
- Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:https://owl.english.purdue.edu/owl/resource/589/02/
- You may also not "reuse" fieldwork hours. Each placement must have 15 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. Work submitted late will be reduced one letter grade for every day of delay. Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that 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.

Course Withdrawal with Dean Approval
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

EDUC 511 Summer 2021 Class Schedule	
Module 1 - International Education and the Need for Global Education And Cognitive and Linguistic Development Tuesday - May 18th – May 24th	
Readings	Chapter 2 – Gutek (on Blackboard) Chapter 2 – Ormrod Suarez-Orozco & Sattin (BB)
Assignments	Read through syllabus Post self-introduction (by Friday, May 21st) Read Module 1 Participate in Discussion Board Watch I learn America - I Learn America available from Kanopy https://www.kanopy.com/product/i-learn-america-0

	George Mason Students get free access to Kanopy – please reach out if you have trouble creating an account. More info can be found here - https://infoguides.gmu.edu/media/Kanopy
Module 2 – International Schools and Personal and Social Development **Tuesday, May 25th- May 28th – Shortened week due to the Memorial Day holiday**	
Readings	Chapter 3 – Ormrod Chapter 2 – Hayden (on Blackboard)
Assignments	Read Module 2 readings Participate in Discussion Board Complete I learn America Video Activity – see instructions on BB
Module 3 – Group Difference & Third Culture Kids and Individual Differences and Special Needs **Tuesday, June 1 – Monday, June 7th**	
Readings	Chapter 4 and 5 – Ormrod Chapter 2 - Pollock & van Reken (on Blackboard)
Assignments	Read Module 3 readings Participate in Discussion Board Child Abuse Prevention Module – certificate uploaded on Blackboard Monday, June 7th
Module 4 - Learning, Cognition and Memory **Tuesday, June 8th – Monday, June 14th**	
Readings	Chapter 6 – Ormrod
Assignments	Read Module 4 readings Participate in Discussion Board Online quiz 1 – Completed on Blackboard by Monday, June 14th Dispositions Statement – DUE on Blackboard by Monday, June 14th
Module 5 – Why a Cross-Cultural Childhood Matters and Complex Cognitive Processes **Tuesday, June 15th-21st**	
Readings	Chapter 7 – Ormrod
Assignments	Read Module 5 readings Participate in Discussion Board 6
Module 6 - Growing up Internationally: Benefits and Challenges and Learning and Cognition in Context **Tuesday, June 22nd – Monday, June 28th**	
Readings	Chapter 8 – Ormrod
Assignments	Read Module 6 reading Complete the "Supporting the Military Connected Children in School Settings: Moving them from Risk to Resilience" Module located at https://training.gmu.edu/Workshops/uzgEw7y4sN3XQM- lL9k6PQ – Upload certificate on Blackboard by Monday, June 28th
Module 7 - Behaviorist and Social Cognitive Views of Learning **Tuesday, June 29th – Friday, July 2nd (shortened week due to the July 4th holiday)**	
Readings	Chapter 9 – Ormrod Chapter 10 – Ormrod
Assignments	Read Module 7 reading Participate in Discussion Board Online quiz 2 – Completed on Blackboard Friday July 2nd

Module 8 - Teaching Perspectives and Motivation and Affect Tuesday July 6 – Monday, July 12	
Readings	Read Ormrod - Chapters 11 and 12
Assignments	Read Module 8 Participate in Discussion Board Behavior Intervention and Support Module – DUE on Blackboard by Monday, July 12th th Online quiz 3 - – Completed on Blackboard by Monday, July 12th Complete Influences on Learning Presentation – (GROUP PROJECT) – DUE on Blackboard Monday, July 12th
Module 9 - Instructional Strategies. Creating a Productive Learning Environment Tuesday July 13-July 20	
Readings	Read Ormrod – 13
Assignments	Read Module 9 Watch and comment on the Influences on Learning Presentation Participate in Discussion Board Alternate PBA – due July 21st - details TBA

Course schedule is subject to change, with advance notice to students.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. All writing assignments should be submitted as Word documents, or a word- processor based format. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

Discussion board participation (24% - 3 points per week)   Due: Weekly

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in discussion board conversations is 24% of your final grade.

**Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by Thursday so that the class will have Friday through Monday to engage in conversation.

**Students will be expected to respond to each of the discussion questions that the instructor posts.
**Additionally, students should respond to at least two posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Criteria for Blackboard Discussions
- Responses to the initial questions that I post to start the discussion should be a minimum of one short paragraph.
- Each module begins on a Tuesday. You should begin posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.

- Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- *Please note: it is acceptable to post your responses to my initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fell swoop.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do not have to be a paragraph in length.
- Every week you should respond to each of the discussion questions that I post. Additionally, you should respond to at least two posts from other classmates unless otherwise noted in the discussion board prompt.
- Address the questions as much as possible (don't let the discussion stray).
- It is a good idea to use quotes from the articles that support your postings. Include page numbers when you do quote.
- Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
- Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style

Child Abuse, Neglect, and Intervention (4%)

This on-line training module will provide an overview on child abuse and neglect. Students will find the tutorial at the following web site: http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect.

This module is a licensure requirement, it must be completed prior to applying for licensure and the printed certificate attached to your application for Virginia licensure.

Plan to spend about two hours for the completion of the training session. Once you have completed the module you will be able to print a certificate that verifies your completion of the training. This certificate should be kept by the student for licensure purposes. Upon completion of your training, upload a copy of the certificate onto Blackboard to receive credit for completing the training module.

Supporting Military Connected Children (3%)

This on-line training module will provide an overview of how teachers can support Military Connected students in their classrooms. Students will find the module at: https://training.gmu.edu/Workshops/uzgEw7y4sN3XQM-lL9k6PQ. Plan to spend about two hours for the completion of the training session. Once you have completed the module you will be able to print a certificate that verifies your completion of the training. Upon completion of your training, upload a copy of the certificate onto Blackboard to receive credit for completing the training module.

Behavior Intervention and Support (4%)
This on-line training module will provide an overview of positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion. Students will find the module at: https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html. Plan to spend about an hour and fifteen minutes for the completion of the training session. Once you have completed the module and taken the quiz you will be able to print a certificate that verifies your completion of the training. Upon completion of your training, upload a copy of the certificate onto Blackboard to receive credit for completing the training module.

Quizzes (15%)
There will be three open book quizzes throughout the semester. The quizzes will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz. The quizzes will account for 10% of your final grade.

The College of Education and Human Development along with national and international organizations promote maintaining standards of professional competence. Students must meet SOED grading standards and course requirements as well as demonstrate professional performance in the areas required of professional educators: content knowledge, pedagogical skill, and professional dispositions.

This assignment requires you to consider the professional performance criteria for career educators, and the national standards for your association, including the IB Learner Profile. To do this, you will write a 4-5 page, double spaced, reflective essay identifying your teaching philosophy, professional strengths and areas for development with respect to the Dispositions of a Career Educator. The Dispositions/Teaching Philosophy Paper will account for 10% of your final grade.

IMPORTANT: This is a paper of how you would teach and also an examination of what you believe your strengths or weaknesses are with respect to the Dispositions of a Career Educator. These strengths and weaknesses should be clarified and substantiated with sufficient evidence. Even if you have not taught before, you can use your prior experience to show your dispositions.

For example, if you have worked in an office, you could tell me that you have "advanced your profession" (found under Commitment to the Profession) because you have taken outside courses to improve yourself in respect to your job. For ESL students this assignment will connect to a final PBA in 610 be sure to keep a copy for your records.

The Dispositions for a Career Educator, the IB Learner Profile, and rubric can be found on Blackboard.

Multimedia Project: Influences on Learning and Student Engagement (15%)
**The Influences on Learning assignment is a collaborative assignment.
This project is designed to increase your knowledge about various factors that influence students and their ability to engage in learning. The concept (or influence) your group chooses should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, gifted and talented students, the effects of divorce on children, inclusion in international schools, mobility/transition, cultural influences on teaching/learning, etc… Groups must have their topic approved by the instructor, and only one group will be permitted per topic.

Working in groups, students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc.) to design a presentation on the group's selected topic. The presentation should have a script that is audio recorded with the presentation. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for teachers.

To gather your data, review several sources. Two to three of your sources should come from traditional references such as referred journals or books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. Read and review what you have found, then select a minimum of five sources for your presentation of the key findings on the topic. In addition, supply at least five on-line resources that your colleagues can draw upon to find further resources and information about your topic.
Please note the presentation is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a teacher.

The presentation will count for 15% of your final grade, and the rubric can be located on Blackboard.

Child/Adolescent Study *Performance Based Assessment (20%)

During the Summer of 2021 an alternative PBA will be provided for students to complete that speaks to the essence of the of Child/Adolescent Study. Details will be provided on BB by the second week of the class start date.

~~All TCLDEL licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the Child/Adolescent Study Assignment.~~

You will conduct a Child/Adolescent Study using a variety of activities, small/whole group lessons, teacher/parent/student interviews, etc., and write paper that describes the key findings. It is important that you read the guidelines NOW so that you know what you will be writing about for this assignment.

The purpose of the study is to begin to learn about children and adolescent development in a holistic sense. It is important to note that these activities are introductory in nature – they cannot explain characteristics of large groups of students. It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient actvities and observations with your target student.

The Child/Adolescent Study will count for 25% of your final grade.

The Child/Adolescent Study guidelines document, which contains detailed directions, and the Child /Adolescent Study rubric can be found on Blackboard. The PBA guidelines and rubric are also included at the end of this syllabus.

<div style="background-color: #F5C33B">Field Experience (S/U)</div>

Due: N/A for Summer 2021
The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 2150 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

<div style="background-color: #F5C33B; text-align: center">Guidelines for Child/Adolescent Study - PBA</div>

During the Summer of 2021 an alternative PBA will be provided for students to complete that speaks to the essence of the of Child/Adolescent Study. Details will be provided on BB by the second week of the class start date.

Overview: The case study is a rich portrait of the development of a student that you observed in the school context. It is based on your written observations, interactions with the child and includes general descriptive information about family, community, and cultural context. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into development. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

The purpose of the child study is to systematically collect evidence about an international student. Observations of children are foundational to assessment and in your teaching may be used to adjust curriculum and plan learning opportunities to meet student's individual needs. Observations also help parents understand different levels of mastery, engagement, and behavior.

Teachers should have a good sense of the progression of capabilities for each area of development to be observed. Knowing what comes before or after developmentally allows the teacher to generally know what to expect. For individual children, establishing a baseline of observations allow us to see how children grow over time.

All data collected should have a purpose in mind. For example, asking yourself, "what do I hope to learn from my observations?" or "how will I use the information I have learned?" help to establish purpose. Data can be collected through a variety of means: lesson plans, narratives, time/event sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, or student work products. It is not necessary to use all of these means to collect data during your Child Study however it is very important to use a variety of means, over time, to collect your evidence.

Be sure that you do not make a child feel isolated or uncomfortable during this process. Work with a small group of children during the Child/Adolescent Study but collect data/evidence only on your target child. Your classroom teacher/supervisor should be able to help you arrange a non-intrusive manner in which to complete your work.

If you are not currently a teacher, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data. Most schools will allow you to collect general information about a child as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents, be sure to obtain any needed permissions before you begin. If you are a practicing professional follow the guidelines in your school policies.

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, child and teacher. At no point should anyone be able to identify the student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated. Remember you are learning how to observe and make sense of those observations – you need to be cautious in your interpretations and discuss your findings with your teacher for clarification.

Each case study will include the following:
- Physical description of the child/student
- Summary of the child's socio-cultural context (family, school, community, language,
- Socio-economic status, ethnicity)
- Summary of the child's capability in each of the developmental areas (physical, cognitive,
- Linguistic, social, emotional, moral) supported by specific examples from your observations/teaching/interviews/interactions with the child
- Summary of the elements of the learner profile (IB) found in the environment and exhibited by the student.
- Description of the teaching implications for the child/student
- Reflection of what you've learned by doing a child study describing your experience.

Your observations, lessons taught, interviews and other field notes constitute the data for your case study. Your knowledge of course material (e.g. child/adolescent development theory and research, the influence of family, community, culture and school on development) should be woven throughout to provide research/theoretical support for your analysis.

Support your analysis and conclusions with specific examples from your observations, field notes, lessons, pupil products, parent or teacher interviews. Do not send all of your evidence just those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observational) to support your analysis – you must demonstrate the use of multiple methods to collect your evidence.

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA format. Attach samples of your ethnographic records and anecdotal observations as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

Each TCLDEL student is required to complete a minimum of 15 hours of fieldwork. Using your fieldwork time can also provide your evidence for your Child Study report. If you cannot use your fieldwork site to complete your Child Study then you will need to arrange other opportunities to complete your Child Study.

PBA Rubric

Criteria/Level	Exceeds Standard 4	Meets Standard 3	Approaches Standard 2	Needs Improvement 1
Physical Description of the Child CAEP K-6 Standard 1	Description of the child gives a comprehensive picture of their physical development and ways to foster active and healthy life styles	Description of the child gives a clear picture of their physical development and ways to foster active and healthy life styles	Description of the child gives an incomplete picture of their physical development and is supported by a brief description to support active and healthy life styles	Little to any physical description of the child with no further description of active/healthy life styles

Socio-cultural context CAEP K-6 Standard 1 TESOL Standard 2a, 2d, 2e	Establishes contact with teachers, parents and other resource personnel to provide a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status is provided and linked to research	Establishes contact with teachers, parents and other resource personnel to provide a very good description of the family, school, community and culture, including language and socio-economic status, is provided and supported by research	Establishes limited contact with teachers, parents and other resource personnel to provide a satisfactory description of the family, school, community and culture is provides with a few connections to research	Description is vague and unclear with no connections to parents, teachers, resource personnel or research
Summary of child's capability in the developmental areas CAEP K-6 Standard 1	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development is clearly documented all areas and supported with significant evidence to support teaching implications	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development is documented in the five areas with sufficient evidence to support teaching implications	Provide limited evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development is minimally documented in 5 areas with sufficient evidence to support teaching implications	Provide little evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development are insufficient with little evidence to support teaching implications
Summary of the Learner Profile IB Teacher Strands 01, 03 IB Inquiry Areas A	Description of the Learner elements gives a comprehensive picture of the child/environment in relationship to the elements	Description of the Learner elements gives clear picture of the child/environment in relationship to the elements	Description of the Learner elements gives an incomplete picture child's environment and does not development the relationship between the two	Little to any description of the Learner elements with no connections evident
Teaching Implications CAEP K-6 Standard 1	Uses informal assessment strategies to plan instruction that will promote continuous development. Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research	Uses informal assessment strategies to plan instruction that will promote continuous development Very good description between collected data and teaching recommendations that are supported by research	Uses informal assessment strategies to plan instruction that will promote continuous development Satisfactory description of the relationship between data collected and teaching implications supported by some research	Use informal assessment strategies to plan instruction that will promote continuous development Description is vague and unclear. No clear research support is given for teaching implications

~~Critical Reflection on Case Study~~ ~~CAEP K-6 Standard 1 TESOL Standard 5c~~	~~Demonstrates in- depth and comprehensive reflection of case study experience and relationship to research on child development, teaching implications and findings from the study.~~	~~Demonstrates a clear reflection of case study experience and relationship to research on child development, teaching implications and findings from the study.~~	~~A satisfactory reflection of case study experience with ties to research on child development, teaching implications and findings from the study.~~	~~Nominal reflection of learning from case study experience~~
~~Overall:~~	~~Individual case study is comprehensive and presented in a professional a timely manner, following APA guidelines~~	~~Individual case study is clearly presented in a professional and timely manner following APA guidelines~~	~~Individual case study is incomplete but presented in a professional and timely manner, some APA mistakes~~	~~Individual case study is incomplete and not presented in a professional or timely manner, multiple APA errors~~

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 https://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://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 tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard- instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380- 1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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