ELED 480
Practicum in Elementary Education
3 credits
Tuesdays and Thursdays; Regular School Hours

Professor: University Facilitators and Advanced Mentor Teacher/Mentor Teacher
Office Hours: By appointment
Office Location: Thompson 1800
Office Phone: (703)-993-9717
Email: varies by facilitator

Registration Restriction: Admission to the Elementary Education program

University Catalog Course Description: Provides a supervised clinical experience for one full semester in an accredited professional development school. Teacher Candidates engage in observations and scaffolded management and instruction opportunities under the guidance of PK-6 Advanced Mentor Teacher/Mentor Teacher.

Course Overview: The practicum is a 16-week experience in one of the Mason Elementary PDS sites. During the practicum, Teacher Candidates observe, assist and teach lessons. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher, and gradually increase their responsibilities across the semester. The practicum provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into their capstone practicum.

Course Delivery Method: In this practicum, Teacher Candidates learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide Teacher Candidates in preparing for their practicum and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. In their practicum, Teacher Candidates are expected to observe instruction at various age levels, plan with individual Advanced Mentor Teacher/Mentor Teacher and grade level teams, teach individual lessons and units, and manage student behaviors.

Learner Outcomes:
This course is designed to enable Teacher Candidates to:
1. Design differentiated learning experiences that support learner's intellectual, social, and personal development using their knowledge of how diverse children learn and develop.
2. Apply the central concepts, tools of inquiry, and structures of the discipline he or she teaches to create learning experiences that make these aspects of subject matter meaningful for students.
3. Use a variety of instructional strategies, including the arts to encourage student development of critical thinking, problem solving, and performance skills.
4. Create positive differentiated learning environments that encourage social interaction, active engagement in learning, and self-motivation using their understanding of individual and group motivation.
5. Modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs
6. Foster active inquiry, collaboration, and supportive interaction in the classroom through their use of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to
7. Plan and implement instruction based on knowledge of subject matter, students, the community, and

curriculum goals.

8. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
9. Continuously reflect and evaluate the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
11. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.

Professional Standards:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8**: **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts:
☐ Virginia's *Standards of Learning for K-6* (**http://www.pen.k12.va.us**)

Some excellent optional resources:

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.

- Wood, C. (2017). *Yardsticks: Children in the classroom, ages 4-14* (4th edition). Turner Falls, MA: Northeast Foundation for Children.

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

Assignment and Evaluations: The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting. Successful participation in each of these creates a holistic picture of performance and contributes to your final evaluation.

A. **Student Learner Chart (can be used in ELED 402)**
B. **Core Beliefs Statements**
C. **Biweekly Reflections**
D. **ELED 480 Placement Playlist**
E. **Formal Documentation of Progress**
F. **Seminar Attendance**

A. **Student Learner Chart (10%)**
- You will create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional, and learning profile information.

B. **Core Beliefs Statements (10%)**
- Prior to the start of your placement you will identify your core beliefs in terms of learners and learning, management, instruction (broadly and in literacy and mathematics, specifically). These should be provided/posted in the forum designated by your university facilitator (e.g. hard copy, google drive).
- It is expected that your beliefs will change, expand, and become more detailed across the practicum experience. At each biweekly, you should revisit, revise, add to, and/or modify your core beliefs statements.
- You will post your core beliefs statements document to Bb at the end of the semester.
- You will use these ongoing revisions to inform your biweekly reflections.

C. **Biweekly Reflections (20%)**
- Every two weeks, you will submit a biweekly reflection. These should be submitted to your university facilitator in the requested format (e.g. hard copy, google drive).
- Your biweekly reflections should be connected to your core beliefs statements and should serve to generate specific goals. Your professional development goals will be reflected in your lesson plans across the practicum experience.
  For example:
  1. *In my core beliefs statement, I stated that I believe students should be given multiple opportunities for choice throughout the instructional day. As I think about my lessons from this past week, I noticed that at most points in the day, my instruction required all students to complete the same task in the same way.*

> ***As a goal for the upcoming weeks, I am going to try and incorporate my choice in my instruction. I think I'll begin with providing students with an opportunity to choose their seating during independent reading. A key part of implementing this goal will be teaching the students how to choose a seat. I am excited to try this out!***

- You will post your biweekly reflections (compiled into one document) to Bb at the end of the semester.

D. Formal Documentation of Progress (40%)

- You will use the Practicum Evaluation Rubric to reflect on your progress in relation to the ten InTasc Standards at both the midpoint of the semester and at the end of the semester. It is based upon the activities above (A-D), and each of the following:
    - Observations of teaching
        - *During each semester of the practicum the MT/AMT and UF will conduct observations of the Teacher Candidate's teaching. In the 3 credit practicum, the MT/AMT will conduct a minimum of two observations, and the UF will conduct one observation.*
    - Co-teaching
        - The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.
    - Lesson Instruction
        - The Teacher Candidate will begin the practicum observing the Advanced Mentor Teacher/Mentor Teacher. Across each week, the Teacher Candidate will gradually assume more planning and teaching responsibilities. Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher *a minimum of 48 hours* prior to instruction.
        - Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g. observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the practicum can be found in the Practicum Handbook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).
    - Use of Video-GoReact
        - All Teacher Candidates will be using video for the purposes of enhancing their professional development across the yearlong practicum. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use. ***It is imperative that you collect video evidence regularly as requested by your university facilitator.***
    - Attendance and Professionalism
        - Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours,

absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

- The *midpoint* **Practicum Evaluation Rubric – Continuum Form (20%)** is completed by the Teacher Candidate, in collaboration with the AMT/MT. The Practicum Evaluation Rubric – Continuum Form should be shared with the University Facilitator at the midpoint conference and uploaded to Blackboard.

- The *end of semester* **Practicum Evaluation Rubric – Continuum Form (20%)** is completed by the Teacher Candidate, in collaboration with the AMT/MT. It should build upon the notes and comments from the Midpoint Practicum Evaluation Rubric—Continuum Form and should be shared with the University Facilitator at the final conference and uploaded to Blackboard and VIA.

E. ELED 480 Placement Playlist
- You will be provided with a practicum 'playlist' of experiences. These are experiences that you should seek to complete outside of the 2 days of observations. Documentation of playlist completion will include brief reflections.

F. Seminar Attendance
- Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.

Relationship of Teacher Candidate Outcomes to Specific Course Assignments

Student Outcomes	Course Assignments
Outcome 1	A-F
Outcome 2	A-F
Outcome 3	A-F
Outcome 4	A-F
Outcome 5	A-F
Outcome 6	A-F
Outcome 7	A-F
Outcome 8	A-F
Outcome 9	A-F
Outcome 10	A-F
Outcome 11	A-F

Key: Where A, B, C, etc. = course assignments listed above.

Other Requirements:
Attendance and Professionalism

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

CPR Training
Teacher candidates are expected to complete CPR training in accordance with VDOE Licensure guidelines prior to the start of the practicum experience.

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

Course Performance Evaluation Weighting

Course Outcomes	*Requirements & Assignments*	*Percentage*	*Due Date*
1-11	☐ Student Learner Chart ☐ Core Beliefs Statements ☐ Biweekly Reflections ☐ Formal Documentation of Progress ☐ ELED 480 Placement Playlist ☐ Seminar Attendance	<u>100 %</u>	☐ Varies

Grading

The following is the approved grading policy for ELED 480:

A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress).
   1. Grades of ***S (Satisfactory)*** performance by an Teacher Candidate in Elementary Education will be documented on the **Practicum Evaluation Form**.
   2. A Teacher Candidate who receives a ***NC (No Credit)*** grade will not be recommended for practicum unless he/she repeats all or part of the practicum with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.

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

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

Class Schedule

Faculty reserve the right to alter the schedule as necessary with notification to students.

*Please see Practicum &Internship Handbook, Practicum & Internship Guidebook, and Practicum Calendar

Assessment Rubrics

(See Internship Handbook Supporting Documents)

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 VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/VIA. 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/ **.**

See Internship Handbook and Supplemental Documents Guide for rubrics and additional assignment information.