

George Mason University
College of Education and Human Development
Elementary Education

ELED 480-001
Practicum in Elementary Education

3 credits

Fall 2023

Mondays and Wednesdays; School Placement Hours and Location

Professor: University Facilitators (UF) and Advanced Mentor Teacher (AMT)/Mentor Teacher (MT)

Office Hours: By appointment

Office Location: Thompson 1800

Office Phone: varies by University Facilitator and Advanced Mentor Teacher/Mentor Teacher

Email: varies by University Facilitator

Registration restrictions: Enrollment is limited to students with a major in Elementary Education.

University Catalog Course Description: Provides a supervised clinical experience for one full semester in an accredited professional development school. Engages teacher candidates 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/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 internship.

Course Delivery Method: In this practicum, Teacher Candidates (TCs) learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide TCs in preparing for their practicum and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet biweekly and are conducted by the UF and/or AMT/MT. These discussion seminars provide TCs with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, TCs are expected to observe instruction at various age levels, plan with individual AMT/MT and grade level teams, manage student behaviors, and teach individual lessons and units.

Learner Outcomes:

This course is designed to enable TCs 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. (InTASC 1, 2)
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. (InTASC 4, 5)
3. Use a variety of instructional strategies, including the arts to encourage student development of critical thinking, problem solving, and performance skills. (InTASC 7, 8)
 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. (InTASC 3)
 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. (InTASC 1, 2, 3)
 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 support instruction. (InTASC 8)
 7. Plan and implement instruction based on knowledge of subject matter, students, the community, and curriculum goals. (InTASC 5, 6, 7, 8)
 8. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner. (InTASC 6)
 9. Continuously reflect and evaluate the effects of his or her own choices and actions on others and actively seek opportunities to grow professionally. (InTASC 9)
 10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (InTASC 10)
 11. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences. (InTASC 5, 7, 8)

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 a 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 Department of Education *K-12 Standards and Instruction*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction>
- GoReact subscription account per year

Some excellent optional resources:

- Charney, R.S. (2015). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Center for Responsive Schools, Inc.
- Wood, C. (2017). *Yardsticks: Children in the classroom, ages 4-14* (4th edition). Turner Falls, MA: Northeast Foundation for Children.

Practicum Documentation:

Students are expected to submit all assignments on time to Blackboard (Bb). The following assignments will further your understanding of assessment, planning, and teaching. These create a holistic picture of performance and contribute to your final grade and completion of the ***Practicum Evaluation Rubric–Continuum Form***.

Note: Documents and forms for assignments are indicated in **green** and found in Bb.

A. Student Learner Chart (1%)

- You will create a chart to track your understanding of your learners. This chart should include student interests, readiness (literacy and math), social/emotional information, assessment data, and learning preferences information.

B. Core Beliefs Statements (1%)

- Write your core beliefs in terms of learners, learning, management, instruction (broadly and in literacy and mathematics, specifically) and post in the Blackboard
- At each biweekly, revisit, revise, add to, and/or modify your core beliefs statements.
- Post updated version of core beliefs statements document to Bb at the end of the semester.

C. Biweekly Reflections (6%)

- Submit a biweekly reflection every two weeks.
- Biweekly reflections connect to your core beliefs statements and generate specific goals. Goals represented in the teacher objective in lesson plans

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 by 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!

- Possible topics for biweekly reflections:
 - Learner Development (InTasc 1)
 - Learner Differences (InTasc 2)
 - Learning Environments (InTasc 3)
 - Planning Instruction (InTasc 4,5,6,7,8)
 - Professional Growth and Ethical Practice (InTasc 9)
 - Leadership and Collaboration (InTasc 10)
 - Other

D. Observations of teaching (6%)

- *In the 3-credit practicum, the MT/AMT will conduct a minimum of two observations, and the UF will conduct one observation.*
- Use of Video- GoReact
 - All Teacher Candidates will be using GoReact video-aided reflection. **It is imperative that you collect video evidence regularly as requested by your UF.**

E. Collaborative Planning Documentation (5%)

- The purpose of the Collaborative Planning Documentation is to demonstrate your ability

to collaborate with teachers in a school context to:

- i. Plan, construct, and deliver instruction that meets the needs of diverse learners
- ii. Analyze and reflect on the instructional cycle, including assessment-driven collaborative planning, instruction, and impact on learning
- If you have Collaborative Learning Team planning (CLT) or Collaborative Team (CT) meetings, those should be documented. If your team does not meet as a group, document your planning with your mentor teacher or a resource teacher.
- Complete the chart monthly, to track your progress across three different instructional cycles.
- Submit chart to Bb on October 1, November 1, December 1.

F. *Assessment of Professional Dispositions in the Field* (1%)

- Complete the Professional Dispositions in the Field self-assessment using the link in Bb.

G. *ELED 480 Placement Playlist* (8%)

- a. You will be provided with a practicum ‘playlist’ of experiences to complete. You may complete these outside of the 2 days of observations. Documentation of playlist completion includes a brief reflection for each experience.

H. *Midpoint Practicum Evaluation Rubric – Continuum Form* (35%)

- Complete form in collaboration with the AMT/MT. Review and discuss the Practicum Evaluation Rubric- Continuum Form with UF at midpoint conference and upload to Bb.

I. *Final Practicum Evaluation Rubric – Continuum Form* (35%)

- Complete form in collaboration with the AMT/MT. Review and discuss the Practicum Evaluation Rubric- Continuum Form with UF at final conference and upload to Bb.

Additional required documentation – see Bb

Monthly log of hours

Summary of hours

***UFs reserve the right to add, alter, or omit any assignment as necessary during the semester.*

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1-4	Student Learner Chart	<u>1%</u>	Ongoing/ Dec. 1
1-12	Core Beliefs Statement	<u>1%</u>	Ongoing/ Dec. 1
10-11	Biweekly Reflections	<u>6%</u>	Every two weeks

1-12	Observations of Teaching	<u>6%</u>	Dec. 1
1, 4, 8, 9	Collaborative Planning Documentation	<u>5%</u>	Oct. 1, Nov. 1, Dec. 1
1, 4, 7, 10, 11	Professional Dispositions in the Field	<u>1%</u>	Dec. 1
1-12	Practicum Playlist	<u>8%</u>	Dec. 1
	Monthly log of Hours	<u>1%</u>	Sept. 1, Oct. 1, Nov. 1, Dec. 1
	Summary of Hours	<u>1%</u>	Dec. 1
1-12	Midpoint – Practicum Evaluation Rubric Continuum	<u>35%</u>	Oct. 13
1-12	*Final - Practicum Evaluation Rubric Continuum	<u>35%</u>	Dec. 1

*Designated performance-based assessment

Grading

The College of Education and Human Development (CEHD) has approved the following grading policy for ELED 480:

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for practicums and CEHD policy for practicums.
 1. Grades of **S (Satisfactory)** by a TC in Elementary Education will be documented using the course assignments.
 2. A TC who receives a **NC (No Credit)** grade will not be eligible for internship 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.
 3. The AMT/MT and the UF shall determine the interim and final grades jointly after consultation. If they cannot agree, the Academic Program Coordinator (APC) of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of TC performance.
 4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the practicum. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
 5. The final grade will not be processed until the Summary of Hours – Fall sheet and/or Summary of Hours- Spring sheet is complete and in the licensure office. Further, the final

grade will not be processed until all VIA/SLL tasks are uploaded at the end of internship semester.

6. TC is responsible for documenting all requirements and materials for licensure.
7. TC is responsible for taking all tests required by the state and submitting the results to the licensure office prior to internship and prior to application for licensure.

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/policies-procedures/>

Class Schedule

**Please see Division Calendar and Practicum & Internship Calendar*

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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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 VIA/SLL should be directed to

viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.