

George Mason University
College of Education and Human Development
Elementary Education

ELED 391.003

Clinical Experience: Theory to Practice Integration, Part II

1 credit; Spring 2024

Tuesdays 9:30-11:20

Fairfax Campus; Thompson L028

Faculty

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Prerequisite: Admission to Elementary Education program

Prerequisites: C or better in ELED 390

Recommended Corequisite: ELED 401

University Catalog Course Description: Provides a supervised clinical experience and supporting seminar discussion for one full semester in an accredited professional development school. Engages students in observations and scaffolded management and instructional opportunities in a PK-6 classroom. **This course has a required field component.**

Course Overview: The clinical experience is a 16-week experience field and course experience in one of the Mason Elementary PDS sites. Format will vary from semester to semester. During the field experience, Teacher Candidates observe, assist a classroom teacher, teach individual, small group, and whole group lessons and manage instruction. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher in the field experience and by a course instructor during the weekly seminars. The clinical experience provides a scaffolded real-world context for Teacher Candidates to apply their coursework and supplemental readings and discussions to make meaning of the course and field experiences.

Course Delivery Method: This clinical experience will be delivered using multiple instructional strategies and formats including field experience, as well as face to face and asynchronous online meetings. Individual session formats vary and may include lectures, small group/large group discussions, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

Learner Outcomes:

This course is designed to enable Teacher Candidates to:

- A. Observe and engage in clinical field experiences to support their learning about the teaching profession.

- B. Understand the professional standards, dispositions, and principles that inform elementary teaching.
- C. Explore the tenets of reflection and apply these to their professional experiences.
- D. Evaluate the effects of their own choices and actively seek out opportunities to grow professionally.
- E. Understand the role of teacher inquiry informing their professional development.
- F. Foster relationships with peers and school colleagues and engage in collaborative learning teams to support students' learning and well-being.

Professional Standards:

Upon completion of this course, students will have been introduced to 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:

Whitaker, T. (2020). What great teachers do differently (3rd edition). Routledge.

Assignment and Evaluations:

1) Read, Reflect & React Classwork/Course Notebook (70 points)

DUE: Prior to each class session

It is expected that you attend all scheduled classes outlined within the syllabus. **You are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class **prior to the start of class**.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **In class activities**
- **All course notebook work**

Classes are worth 10 points each.

Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Evaluation

You will complete in-class and between class activities in your online class notebook.

Your notebook is located at the journal tab on Blackboard. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 5 points for a missed class).

Journal entries are **due by 9:00 AM** on Tuesday. Late submissions will result in the loss of a point per day. Any journal entries submitted more than a week past due (the following Tuesday) will receive 0 points. See rubric at the end of the syllabus.

2) Vision of Myself as a Teacher (15 points)

Assignment Description

The purpose of this assignment is to continue to prompt your thinking around your evolving teacher identity – who you want to BE as a teacher – and connect that with concrete actions and commitments to enable that perception to come to fruition. In particular, you will be wrestling with questions such as, “Who do I want to be as a teacher?”

This assignment is worth 15% of your final grade in the course.

3) Book Club (15 points)

Assignment Description

The purpose of this assignment is to continue highlighting the characteristics of effective teachers. Each class meeting, you will read and discuss the assigned chapters from *What Great Teachers Do Differently* by Todd Whitaker. Each week you will post to Blackboard assignments your responses to the four prompts below. You will also bring access to your responses to your discussion group

- One question you have for the group
- One sentence you want to discuss with the group
- One connection you made to the field
- One goal you will set for yourself based on the reading

Following your group’s discussion, you will take a few minutes to note one thing you learned from your group discussion. At the end of the semester, you will review your responses to each week’s prompts across the semester and submit a final submission highlighting 3-5 things that you will do differently to be a great teacher.

Other Requirements:

1) Attendance and Participation - Course

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.

In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

2) Attendance and Participation-Field

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior in the field. 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.

3) Work Timeliness Expectations

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by the beginning of class (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or

in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

Note: I 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

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
A-F	Read/Reflect/React	<u>70 points</u>	See calendar
A-F	Teacher Vision Statement	<u>15 points</u>	April 23rd
A-F	Book Club Assignment	<u>15 points</u>	April 30 th

There is the possibility to earn 100 points total.

Grading Policies

UNDERGRADUATE GRADING SCALE

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

**Remember: C- or below is not satisfactory for a licensure course.*

CLASS SCHEDULE

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

Each class meeting is 2 hours.

DATE	Topics	Assignments Due
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<p>January 16 Class 1</p>	<ul style="list-style-type: none"> • Wellness in the classroom • Revisit 390 steps for success in class and field • Set course goals and field goals (revisit from last 390 class on 11/28) • Reflection thread • Set up book club expectations 	<p>READ/REFLECT:</p> <ul style="list-style-type: none"> ○ “Reconnecting” or getting off to a good start/building relationships article ○ Revisit small conversations article <p>REACT: “Reconnecting” article DO: Submit introductory email to mentor</p>
<p>January 30 Class 2</p>	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... • Create list of all assignments <p>Book Club Meeting #1 Whitaker, Chs 1-4</p>	<p>READ/REFLECT:</p> <ul style="list-style-type: none"> ○ Chip Woods: Review developmental expectations for your placement <p>REACT: How does this information inform what you will do as you work with this group of learners? DO: Book Club Prompts</p>
<p>February 13 Class 3</p>	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... • Receiving Feedback <p>Book Club Meeting #2 Whitaker, Chs 5-9</p>	<p>VIEW: Mentor VA Module 4 Section 2: Types of Feedback</p> <p>REACT: Think of some recent feedback you received – share what made it effective (or not). Link to the module.</p> <p>DO: Book Club Prompts</p>
<p>February 27 Class 4</p>	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... • Giving Feedback <p>Book Club Meeting #3 Whitaker, Chs 10-14</p>	<p>VIEW: Mentor VA Module 4 Section 3: Giving Feedback to students</p> <p>REACT: What opportunities are there in your current placement to give feedback to students. Practice giving feedback to a learner and share how it went in your notebook. (Link to 411 and Opening Minds)</p> <p>DO: Book Club Prompts</p>
<p>March 12 Class 5</p>	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... • Motivation and engagement <p>Book Club Meeting #4 Whitaker, Chs 15-19</p>	<p>READ/REFLECT: Motivation and engagement</p> <p>REACT: What does your teacher do to engage learners? What will you do to engage learners?</p>

		DO: Book Club Prompts
April 9 Class 6	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... <p>Book Club Meeting #3 Whitaker, Chs 20-21</p>	<p>READ/REFLECT: Flexibility and Critical Thinking</p> <p>REACT: Describe an example of when you have been flexible in the field? When have you seen your mentor model flexibility?</p> <p>DO: Book Club Prompts</p> <p>DUE on April 16th: Book Club Assignment</p>
April 23rd asynch Class 7	<ul style="list-style-type: none"> • Wellness in the classroom • Reflection thread... • Discuss and revise vision in the classroom • Course eval and exam survey 	<p>READ/REFLECT:</p> <p>REACT:</p> <p>DO: PDF -field dispositions</p> <p>DUE: REVISED TEACHER VISIONS (April 30th)</p>

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/>

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 <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 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/> .

**ELED 391
Weekly Notebook Rubric**

	Unsatisfactory (0 pts)	Basic (1 -4 pts)	Proficient (5-9 pts)	Distinguished (10 pts)
Classwork -to include work due prior to the class session and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is

			displays proficiency.	completed in a distinguished way.
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ELED 391
Vision of Myself as a Teacher

Assignment Description

The purpose of this assignment is to continue reflecting on your thinking around your evolving teacher identity – who you want to BE as a teacher – and connect that with concrete actions and commitments to enable that perception to come to fruition. In particular, you will be wrestling with questions such as

- Who do you want to be as a teacher?
- What do you believe is important to know about learners?
- What do you believe about managing students?
- What do you believe about teaching/instruction?

As you revise and refine your vision from ELED 390, consider how your learning this semester in each of your courses has informed your vision. Consider also how your reading of *What Great Teachers Do Differently* might also shape your vision.

This assignment is worth 15% of your final grade in the course.

