George Mason University

College of Education and Human Development

Elementary Education

ELED 490-SA1

Cambridge Schools Experience

Spring 2024

3 credits

M-F, Cambridge (visits follow school placement hours/location)

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

Prerequisites: Admission to Elementary Education program; completion of licensure tests, endorsement requirements, and required coursework.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision in a school placement setting that includes observations and seminar experiences.

Course Overview:

The 3 credit hour course is a 4 week elective course in which students will travel to Cambridge, England to observe and study school practices in Cambridge primary schools and compare educational practices across the two contexts. During the course, Teacher Candidates observe, assist, and teach lessons. Teacher Candidates are supported by a Host Teacher in the UK. The course provides a real-world context for Teacher Candidates to apply their coursework and prepare for entry into the profession.

Course Delivery Method:

During the Cambridge Schools Experience, Mason teacher candidates will travel to Cambridge, England for 3-4 weeks.

- Mason teacher candidates will visit their assigned school site in Cambridge on Monday-Friday for the 3-4 week period. During their time in schools, they will observe educational practices, engage with teachers and head teachers, and participate in classroom activities. From time to time, Mason Teacher Candidates may volunteer to teach a lesson.
- Mason teacher candidates will participate in one evening seminar with their supervisor per week. The purpose of these seminars is to debrief school experiences, with a particular emphasis on making meaning of their new learning in an international context. Because the Mason teacher candidates will also be enrolled in courses during this abroad experience, the seminars will also place an emphasis on their observations/experiences in an international setting as it relates to their course content. These seminar discussions will culminate in a collaborative project and presentation that the Mason teacher candidates will present to faculty at Mason and in their U.S. internship site, as well as their cohort peers.

Learner Outcomes:

This course is designed to enable Teacher Candidates to:

1. 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.

2. Create differentiated learning opportunities that support children's intellectual, social, and personal development through application of understanding of how diverse children learn and develop.

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 positive social interaction, active engagement in learning, and self-motivation through application of understanding of individual and group motivation and behavior.

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. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans

7. Foster active inquiry, collaboration, and supportive interaction in the classroom through use of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting).

8. Plan, implement, and assess instruction based on knowledge of subject matter, students, the community, and curriculum goals in reading, math, science, and social studies.

9. Use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.

10. Reflect upon and evaluate instructional decision making in order to understand the effects of his or her own choices and actions on others and to grow professionally.

11. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

12. 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. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. **(NOTE—also used in EDUC 543).**

Assignment and Evaluations: *All assignments subject to change due to Covid-19 changes and restrictions*.

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

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 the university facilitator's determination of your final grade.

- **Attendance and Professionalism**
  - o 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.
  - o 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.
  - o Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester. Teacher Candidates are also expected to attend all pre and post departure meetings. These meetings will share essential information on trip logistics and the nature of the curriculum/experience in British schools.
- **Video Introduction**
  - o Create a super brief 1-2 minute video introducing yourself to your Cambridge students. You can use any platform (imovie is super easy!). Consider the age of your students as you create the video. Incorporating pictures of you, your hobbies, places in our area, your school, etc… can really help them connect to you before your arrival! These are due on Monday, April 4th!
- **This is Me Lesson**
  - o Create a brief lesson 15-30 min depending on the age of your students that introduces you to the students. This could be a lesson with a personal connection, it could be a favorite read aloud, it could be a lesson about Virginia/DC…Once you have been connected with your mentor teacher, you can ask if there is anything specific they would like for you to address. Once planned, you will share this lesson with your mentor teacher in Cambridge. After they have provided feedback, you will teach this lesson in the first week of your Cambridge experience.
- **School/Community Ecological Mapping Assignment (10%)**
  - o You will collaborate with teacher candidates in your school to more fully understand the ecological systems impacting the students with whom you work.

Together, you will examine the role of neighborhoods, agencies, social and cultural beliefs in shaping the students in your classroom.

- o You and your peers at your field hours site will create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school:
  - a visual tour of both your school and the surrounding community
  - school description/demographics
  - community description/demographics
  - aspects of your school that make it unique
- **Reflective Photovoice Portfolio** Template Google Sites for Reflection-PhotoVoice
  - o To ensure that you are gathering the richest set of information about and reflecting on your study abroad teaching/learning experiences you will keep a photo-journal blog of your experience using Google-Site. A link will be sent to you so that you can make a personal copy. This activity will help you work toward a better understanding of your personal and professional selves.
    - For the one entry prior to departure, you will select and upload a picture – it can be of anything, but should in some way (literally or metaphorically) connect to goal(s) for yourself in terms of what you hope to gain from your study abroad experience.
    - For the entries while you are abroad, you will document your insights about UK and US schools using photos and reflections. These will include insights about various aspects of teaching and learning in the UK and how these are similar to and/or different from planning and partnering practices in the US. The goal is to think about how these reflections are impacting your core beliefs.
- For the entry upon our return:
  - Select and upload a picture –it can be of anything, but again should in some way (literally or metaphorically) connect to your overall reflection on your Cambridge schools experience.

Relationship of Teacher Candidate Outcomes to Course Assignments

Course Assignment	Outcomes
Attendance and Participation	1-12
Video Introduction	11
This is Me Lesson	1-12
School/Community Map	11
Reflective Photovoice Portfolio	1-12

Notes:

1) *Cambridge Leads 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.*
2) ***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.***

Course Performance Evaluation Weighting

Course Outcomes	*Requirements & Assignments*	*Percentage*	*Due Date*
1-12	Participation and Attendance (Pre-departure seminars, weekly seminars and daily placement attendance in Cambridge)	40%	Ongoing
11	Video Introduction	10%	April 4
1-12	This is Me Lesson	10%	April 16
11	School/Community Map	10%	Week of April 25th seminar
1-12	Reflective Photovoice Portfolio	30%	Weekly seminars; Final Due May 15th

*Designated performance-based assessment

Grading

The School of Education has approved the following grading policy for ELED 490.

A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
1. Grades of *S (Satisfactory)* performance by a Teacher Candidate in Elementary Education will be documented using the course assignments, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
2. A Teacher Candidate who receives a *NC (No Credit)* grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship 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.

3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator 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 the Teacher Candidate's performance.
4. In some cases, a grade of No Credit may be accompanied by a recommendation that the teacher candidate not be allowed to repeat the internship. 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 all assignments are completed.
6. Teacher Candidates are responsible for documenting all requirements and materials for licensure.
7. Teacher Candidates are responsible for taking all tests required by the state and submitting the results to the licensure office 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/polices-procedures/

Class Schedule

*Cambridge Leads reserve the right to alter the schedule as necessary with notification to students.

Please see Cambridge Calendar for detailed information

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.

Additional Program Information:

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university

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