

George Mason University
College of Education and Human Development



Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 511 DL1/DL 2 (CRN: 13418):
Child and Adolescent Development in Global Contexts
3 Credits, Spring Semester 2024

Instructor: Sarah Rich, Ed.D
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Meeting Dates: Asynchronous Online: January 16 – April 29

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.

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. For each of the 15 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

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password.

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.

The course Blackboard site will be available starting at 8am on Monday, January 15th.

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/>
 - Windows Media Player:
<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 that 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:

1. Represent the typical developmental characteristics of children/students in PK-12 grade classrooms.
2. Explore the impact of cultural, linguistic and exceptional diversity on learning in PK-12 grade classrooms.
3. State the principals of learning theory and relate the principals to teaching strategies.

4. State the major components of IDEA, Part B, 504 and Part C.
5. Examine the service models for culturally, linguistically and exceptional learners in PK-12 international schools.
6. 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.
7. Become familiar with the following aspects of prevention of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, and interventions.
8. Plan and implement observations of child/adolescent development in PK-12 settings.
9. 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**:

- 01– Purpose
- 02– Environment
- 03 – Culture
- 04 – Learning

- A. International education and the role/philosophy of the IBO programmes.
- B. Curriculum frameworks (principles, structures and practices).
- C. Curriculum and instructional design.
- D. Curriculum articulation
- F. Teaching methodologies and the support of learning
- G. Differentiated teaching strategies
- H. Selection and evaluation of teaching and learning materials
- I. The principles of assessment
- N. The principles and process of reflective practice
- O. 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. ISBN: 9780135208625

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, VIA, hard copy).

VIA PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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 VIA 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 VIA through Blackboard.

Field Experience Record and Evaluation (*The Child/Adolescent Study*)

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 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.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to VIA on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

In-service teachers and Instructional Assistants: 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 will need your instructor’s approval and your building administrator’s approval before you can begin to complete your hours. The deadline to submit your field experience placement to your instructor is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

Pre-service teachers: If you are not currently working in a K-12 school, or you are substitute teacher in a K-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 (FERF) available here: <https://cehd.gmu.edu/endorse/ferf>.

You will check the box indicating that: “I request to be placed by the Clinical Practice Coordinator for my field experiences” - this includes observations and/or case studies. If you are site-based substitute or have a long-term substitute contract (placed in one classroom for multiple weeks), you will select “I will complete my field placement in my own classroom...” and then email the Clinical Practice Coordinator at fieldexp@gmu.edu to let them know you are a long-term sub or site-based sub. They will need to collect additional information from you.

The deadline to submit your field experience placement is Week 2 of class, but **we highly recommend you submit your FERF at the end of your first week** of class once you know which of your courses require field experience hours. Failure to submit a FERF request will result in an unsatisfactory grade for your fieldwork assignment. You will be required to enter the course name/number and instructor for each of your courses that require field placement. You will only be able to submit one FERF request per semester.

**Loudoun County Public School Instructional Assistants: Please contact your instructor for guidance.

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

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Special Modules: <ul style="list-style-type: none"> • Child Abuse • Military Connected Children • Behavior Intervention and Support 	10	1, 2, 7, 9	Feb. 12 Mar. 18 Apr. 8
Discussion Board	15	1, 2, 3, 4, 5, 6, 7, 8, 9	Weekly
Activities: <ul style="list-style-type: none"> • Cognitive Activity • Social Perspective Activity • Classroom Management Wiki 	15	1, 3, 6	Jan. 29 Feb. 5 Mar. 4
Quizzes (3 total)	15	1, 2, 3, 4, 5, 6, 7	Feb. 19 Apr. 1 Apr. 15
Dispositions Statement	10	2	Feb. 26
Influences on Learning	10	1, 2, 3, 5, 6, 9	Mar. 25
Fieldwork Logs	S/U	2, 5, 6, 8	Apr. 22
Child/Adolescent Study (<i>PBA</i>) *	25	1, 2, 3, 4, 5, 6, 8, 9	Apr. 29

More detailed descriptions of assignments are shown at the end of the syllabus. Rubrics can be found on Blackboard.

- **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/>

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Honor Code & Integrity of Work

- **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.
- **NOTE:** *Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/alterd by another person. The use of such text without proper attribution is a violation of academic integrity.*

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);

2. 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);
3. 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/>
4. 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 withdrawals 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.

NOTE: *Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.*

EDUC 511 Class Schedule

Module 1	<i>International Education</i>
Dates	Tuesday, January 16 th – Monday, January 22 nd
Readings	<ul style="list-style-type: none"> • Chapter 2 – Gutek (on Blackboard)
Assignments	<ol style="list-style-type: none"> 1. Read through syllabus 2. Post self-introduction (by Friday, Jan. 19th) 3. Read Module 1 readings 4. Participate in Discussion Board 1

Module 2	<i>The Need for Global Education and Cognitive and Linguistic Development</i>
Dates	Tuesday, January 23 rd – Monday, January 29 th
Readings	<ul style="list-style-type: none"> • Chapter 2 – Ormrod • Suarez-Orozco & Sattin (on Blackboard)
Assignments	<ol style="list-style-type: none"> 1. Read Module 2 readings 2. Participate in Discussion Board 2 3. Submit proof of Fieldwork Placement 4. Complete Cognitive Development Activity – DUE on Blackboard Monday, Jan. 29th

Module 3	<i>International Schools and Personal and Social Development</i>
Dates	Tuesday, January 30 th – Monday, February 5 th
Readings	<ul style="list-style-type: none"> • Chapter 3 – Ormrod • Chapter 2 – Hayden (on Blackboard) • The Name Jar (on Blackboard)
Assignments	<ol style="list-style-type: none"> 1. Read Module 3 readings 2. Participate in Discussion Board 3 3. Complete Social Perspective activity – DUE on Blackboard Monday, Feb. 5th

Module 4	<i>Group Differences</i>
Dates	Tuesday, February 6 th – Monday, February 12 th
Readings	<ul style="list-style-type: none"> • Chapter 4 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 4 readings 2. Participate in Discussion Board 4 4. Child Abuse Prevention Module – certificate uploaded on Blackboard by Monday, Feb. 12th <p>Link to module: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html</p>

Module 5	<i>Third Culture Kids and Individual Differences and Special Educational Needs</i>
Dates	Tuesday, February 13 th – Monday, February 19 th
Readings	<ul style="list-style-type: none"> • Chapter 5 – Ormrod • Chapter 2 - Pollock & van Reken (on Blackboard)
Assignments	<ol style="list-style-type: none"> 1. Read Module 5 readings 2. Participate in Discussion Board 5 5. Online Quiz 1 – Completed on Blackboard by Monday, Feb. 19th

Module 6	<i>Learning, Cognition, and Memory</i>
Dates	Tuesday, February 20 th – Monday, February 26 th
Readings	<ul style="list-style-type: none"> • Chapter 6 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 6 readings 2. Participate in Discussion Board 6 3. Dispositions Statement – DUE on Blackboard by Monday, Feb. 26th

Module 7	<i>Behaviorist Views of Learning</i>
Dates	Tuesday, February 27 th – Monday, March 4 th

Readings	<ul style="list-style-type: none"> Chapter 8 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 7 readings 2. Participate in Discussion Board 7 3. Classroom Management Wiki - DUE on Blackboard by Monday, Mar. 4th

Module 8	<i>Why a Cross-Cultural Childhood Matters and Complex Cognitive Processes</i>
Dates	Tuesday, March 5 th – Monday, March 11 th
Readings	<ul style="list-style-type: none"> Chapter 7 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 8 reading 2. Participate in Discussion Board 8 3. Partial Draft of PBA: Child/Adolescent Study - DUE on Blackboard by Monday, Mar. 11th

Module 9	<i>Growing up Internationally: Benefits and Challenges and Learning and Cognition in Context</i>
Dates	Tuesday, March 12 th – Monday, March 18 th
Readings	<ul style="list-style-type: none"> Chapter 9 – Ormrod One Good Thing About America (on Blackboard)
Assignments	<ol style="list-style-type: none"> 1. Read Module 9 reading 2. Participate in Discussion Board 9 3. 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-IL9k6PQ – Upload certificate on Blackboard by Monday, Mar. 18th

Module 10	<i>Social Cognitive Views of Learning</i>
Dates	Tuesday, March 19 th - Monday, March 25 th
Readings	<ul style="list-style-type: none"> Chapter 10 – Ormrod

Assignments due	<ol style="list-style-type: none"> 1. Module 10 readings 2. Participate in Discussion Board 10 3. Influences on Learning Project – Completed on Blackboard Monday, Mar. 25th
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Module 11	<i>Teaching Perspectives and Motivation and Affect</i>
Dates	Tuesday, March 26 th – Monday, April 1 st
Readings	<ul style="list-style-type: none"> • Chapter 11 – Ormrod
Assignments due	<ol style="list-style-type: none"> 1. Module 11 readings 2. Participate in Discussion Board 11 3. Quiz #2 – DUE on Blackboard by Monday, April 1st

Module 12	<i>Instructional Strategies</i>
Dates	Tuesday, April 2 nd – Monday, April 8 th
Readings	<ul style="list-style-type: none"> • Chapter 12 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 12 readings 2. Participate in Discussion Board 12 3. Behavior Intervention and Support Module - DUE on Blackboard by Monday, April 8th <ol style="list-style-type: none"> a. Link to Behavior Intervention and Support Module: https://cieesodu.org/initiatives/restraint-and-seclusion/

Module 13	<i>Creating a Productive Learning Environment</i>
Dates	Tuesday, April 9 th – Monday, April 15 th
Readings	<ul style="list-style-type: none"> • Chapter 13 – Ormrod
Assignments	<ol style="list-style-type: none"> 1. Read Module 13 readings 2. Participate in Discussion Board 13 3. Quiz #3 – DUE on Blackboard Monday, April 15th

Module 14	<i>Global Thinking in Action and Classroom Assessment Strategies</i>
Dates	Tuesday, April 16 th – Monday, April 22 nd

Readings	<ul style="list-style-type: none"> • Chapter 14 – Ormrod • Chapter 15 – Ormrod (peruse) • Gerzon (online)
Assignments	<ol style="list-style-type: none"> 1. Read Module 14 readings 2. Participate in Discussion Board 14 3. Fieldwork – DUE on Blackboard Monday, April 22nd <ol style="list-style-type: none"> a. ALSO DUE THROUGH VIA LINK

Module 15	<i>Conclusions</i>
Dates	Tuesday, April 23 rd – Monday, April 29 th
Readings	<ul style="list-style-type: none"> • None
Assignments	<ol style="list-style-type: none"> 1. PBA – DUE on Blackboard Monday, April 29th <ol style="list-style-type: none"> a. ALSO DUE THROUGH VIA LINK

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

COURSE PERFORMANCE EVALUATION

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.

1. Discussion board participation (15%)

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 **15%** 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 *Friday at midnight (EST)* 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.

The 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.

Important Note: Discussion board for each module will be “open” only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week’s discussion board during the week we are working on it.

Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. 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.
3. 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.**
4. 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.
5. 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.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. 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.

Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted, and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
Responsiveness: At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module	One or no others have been responded to during the module	

2. Child Abuse, Neglect, and Intervention (3.5%)

Due: February 12th

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.

3. Supporting Military Connected Children (3.5%)

Due: March 18th

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-IL9k6PQ>

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.

4. Behavior Intervention and Support (3%)

Due: April 8th

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.

5. Activities (5% each = 15% total)

Due: Cognitive Development: Jan. 29th

Social Perspective: Feb. 5th

Classroom Wiki: March 4th

In addition to weekly discussions, there will be two module activities. Each activity is correlated to the module in which it is located and will require the student to put theory into action. The activities will account for **15%** of your final grade. Each activity will have a separate guide sheet and rubric that will be available for you on Blackboard under the “Assignments” tab.

6. Quizzes (5% each = 15% total)

Due: Quiz #1: Feb. 19th
Quiz #2: April 1st
Quiz #3: April 15th

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.

7. Dispositions for a Career Educator (10%)

Due: February 26th

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, as well as 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.

8. Multimedia Project: Influences on Learning and Student Engagement (10%)

Due: March 25th

****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 **10%** of your final grade, and the rubric can be located on Blackboard.

9. Child/Adolescent Study *Performance Based Assessment (25%)

Due: April 29th

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 activities 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.

10. Field Experience (S/U)

Due: April 22nd

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 statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

Guidelines for Child/Adolescent Study - PBA

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:

1. Physical description of the child/student
2. Summary of the child's socio-cultural context (family, school, community, language,
3. Socio-economic status, ethnicity)
4. 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
5. Summary of the elements of the learner profile (IB) found in the environment and exhibited by the student.
6. Description of the teaching implications for the child/student
7. 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 Child Study Rubric

Criteria/Level	Exceeds Standard - 4	Meets Standard - 3	Approaches Standard – 2	Needs Improvement - 1
<p>Physical Description of the Child</p> <p><i>CAEP K-6 Standard 1</i></p>	<p>Description of the child gives a comprehensive picture of their physical development and ways to foster active and healthy lifestyles</p>	<p>Description of the child gives a clear picture of their physical development and ways to foster active and healthy lifestyles</p>	<p>Description of the child gives an incomplete picture of their physical development and is supported by a brief description to support active and healthy lifestyles</p>	<p>Little to any physical description of the child with no further description of active/healthy lifestyles</p>
<p>Socio-cultural context</p> <p><i>CAEP K-6 Standard 1</i> <i>TESOL Standard 2a, 2d, 2e</i></p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Description is vague and unclear with no connections to parents, teachers, resource personnel or research</p>
<p>Summary of child’s capability in the developmental areas</p> <p><i>CAEP K-6 Standard 1</i></p>	<p>Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child’s development are clearly documented all areas and supported with significant evidence to support teaching implications</p>	<p>Provides evidence of knowledge, understanding and major concepts related to the development of children and young adolescents. The samples of the child’s development are documented in the five areas with sufficient evidence to support teaching implications</p>	<p>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 are minimally documented in 5 areas with sufficient evidence to support teaching implications</p>	<p>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</p>
<p>Summary of the Learner Profile</p> <p><i>IB Teacher Strands 01, 03</i> <i>IB Inquiry Areas A</i></p>	<p>Description of the Learner elements gives a comprehensive picture of the</p>	<p>Description of the Learner elements gives clear picture of the child/environment</p>	<p>Description of the Learner elements gives an incomplete picture child’s environment and</p>	<p>Little to any description of the Learner elements with no</p>

	child/environment in relationship to the elements	in relationship to the elements	does not development the relationship between the two	connections evident
Teaching Implications <i>CAEP K-6 Standard 1</i>	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 <i>CAEP K-6 Standard 1</i> <i>TESOL Standard 5c</i>	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

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 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/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, 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/>.