EDUC 422 A01 & ECUC 522 A01 – Foundations of Secondary Education
3 Credits, Summer 2018
Mondays, Wednesdays (face to face)/7:00pm -10:00pm West 1008 – Fairfax Campus

Faculty

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Prerequisites/Corequisites
Prerequisites/Corequisites Course requirements: None
** *Please note Appendix C: Student Clinical Practice: Internship Application Requirements/ Testing*

University Catalog Course Description
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview
"Foundations of Secondary Education" (EDUC 422/522) offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings. Note: This course requires you to complete 15 hours of field experience (10 hours in the classroom and 5 hours of community mapping). With assistance from our partner schools and the Clinical Practice Office, we will identify a classroom where you can complete this experience.

Course Delivery Method
For twelve sessions our class will meet face-to-face on the Fairfax campus (West 1008) and for four sessions via asynchronous means (Blackboard and/or other technologies). 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.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/

Learner Outcomes or Objectives
- Upon completing this course, students will:
- acknowledge and evaluate the varied, competing, and changing purposes of American public education (Social Justice);
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues (ResearchBased Practice INTASC standards 1, 2);
- recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration)
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (Social Justice, Innovation);
- analyze teaching behaviors and categorize them according to their relationships to researchbased practice and major educational philosophies (Social Justice, Collaboration);
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (Research-Based Practice)
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences (Collaboration);
- state their own philosophical positions in regard to the following questions:
  - What is the nature of one subject matter area you wish to teach?

- What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

Professional Standards (InTASC)

Professional Standards (InTASC)
Upon completion of this course, students will have met the following professional standards:

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.
Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- 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.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and

imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- 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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- 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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- 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

Cushman, K. and the Students of What Kids Can Do. (2013). *The motivation equation: Designing lessons that set kids minds on fire.* The Next Generation Press. Available on BB.

Gorski, P. & Zenkov, K. (Eds). (2014). *The big lies of school reform: Finding better solutions for the future of public education.* New York: Routledge.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management (2nd ed).* Fairfax, CA: Conscious teaching.

Articles TBD: Additional readings will be available on-line via BB.

Course Performance Evalution

Course Performance Evaluation

Tk20/Performance-Based Assessment(s) Submission Requirement Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Education Philosophy Paper to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

General

All formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. 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, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

Note: The instructors reserve the right to add, alter, or omit any assignment as necessary during the course.

Assignments

Assignment #1: School Community Presentations (65 points total)
At the beginning of the semester you will divided into groups for the purposes of developing a "Community Mapping" project. Each group will be assigned to develop a community map of one of our partner schools. The community-mapping project will include various assignments and a final product to be part of a gallery exhibit at our final class. The following are descriptions and due dates of the four steps of the project required during the course:

Assignment #2: A Philosophy of Teaching Paper AND Graphic Representation (84 points)
Part I: Philosophy Paper (72 points)
Philosophy of Teaching Essential Questions:
- What is the purpose of schooling?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What should teachers do to accommodate diverse learners?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In *five to seven double-spaced pages*, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class, the InTASC standards, the content specific standards, outside research and reading you conducted, and based on your field experience. You will be assessed on the InTASC Standards (see Philosophy Paper Rubric in Appendix A) and will divide your paper into the following four sections: 1) Learners and Learning, 2) Content Knowledge, 3) Instructional Practices, and 4) Professional Responsibilities. Use the guiding questions below to support you address each InTASC Standard (Standards 1-10). **Note: EDUC 422 students will address guiding questions from InTASC Standards 1-8.**

This assignment is your project-based assessment (PBA) for this course. As such, you must submit it to TK20 through Blackboard (regardless of whether the you are taking the course as an elective, a one-time course, or as part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in Tk20 through Blackboard.

Interstate Teacher Assessment and Support Consortium (InTASC)
https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learningprogressions-teachers-10

National Content Organizations Websites
Mathematics: National Council for Teachers of Mathematics (www.nctm.org)
Science: National Science Teachers Association (www.nsta.org)
English: National Council for Teachers of English (www.ncte.org)
Social Studies/History: National Council for the Social Studies (www.socialstudies.org)

Part II: Graphic/Artistic presentation (12 points):
Your students should know about your teaching philosophy but reading a 7 page document and PPT may not be appealing to them. Create an artifact, graphic or an artistic interpretation of your philosophy. Be creative and use your strengths. There are no limits as long as it is appropriate for a 6-12 audience. This can include a song, poem, drawing, short video, concept map, comic, infographic, children's book you wrote, painting, wordle, etc.

Assignment #3: Current Education Issue Handout and Presentation (30 points)
Teaching is a social and performance-based job where you need to be well informed about the major trends and movements in the education field. You will be paired with a peer and choose a current educational issue from below. You must research the topic to facilitate a 10-minute discussion in pairs. Please also prepare at least two questions for class discussion (5 minutes). Please also prepare a one-page handout (no more than front and back) including a bibliography to be handed out to lead the class in a discussion. Presentation can be 15 minutes max. You may choose your own topic, but it must be approved by the professor.
Topic choices include but are not limited to:
-Response to Intervention (RTI)
-Parent-Teacher Conferences
-College and Career Readiness
-Achievement Gap
-Arts Integration
-Technology in the classroom – select a specific focus
-Positive Behavioral Interventions & Supports (PBIS)
-Charter schools and vouchers
-Every Student Succeeds Act
-Common Core
-Cooperative Learning Approaches
-Co-teaching Models
-International Baccalaureate (IB) program
- Supporting English Language Learners
-Carol Ann Tomlinson, differentiated instruction expert
-Linda Darling-Hammond, teacher evaluations expert
-Django Paris – Culturally Sustaining Pedagogy

Assignment #4: Field Experience Report including "Critical Incidents Reflections and Images" (CIRIs) (25 points)
The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. For this portion of the class you will engage in a 10-hour field experience. The remaining five hours will be completed as part of your community mapping project.

Assignment #5: Class participation with learning experiences and discussions (25 points)

Due to the importance of classroom discussions to your total learning experience, we encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 25 points of your course grade (Appendix B). If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than one class should see the instructor to discuss dropping the class.

Grading

Community School Online Group Work and Participation	65 points
Teaching Philosophy Paper	72 points
Teaching Philosophy Representation	12 points
Current Educational Issues	30 points
CIRIs and Field Experience Report	25 points
Classroom participation and activities	25 points

Total = 229 points

Grades	Standards	Grading	Grade Points
A	Meets Standard	93-100	4.00
A-	Meets Standard	92.9-90	3.67
B+	Approaches Standard	88-89.9	3.33
B	Approaches Standard	83-87.9	3.00
B-*	Approaches Standard	80-82.9	2.67

*B- is not a passing course grade

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

Additional Resources
Resources National Reports and Test Reporting Centers
- A Nation at Risk: http://www.ed.gov/pubs/NatAtRisk/risk.html
- The Nation's Report Card/National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics: http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): http://www.timss.org/

- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): http://www.bestevidence.org/index.htm

Virginia State Standards
- Virginia Department of Education: http://www.pen.k12.va.us/
- State of Virginia, SOL Resources: http://www.pen.k12.va.us/VDOE/Instruction/sol.html
- State of Virginia Standards of Learning Test Information: http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule		

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to BlackBoard. Other smaller tasks may be assigned in addition to what is noted.

Class Session	Topic and Guiding Question	Assignment Due
Class #1 May 21	**Introduction, Purposes of Schooling, & Teacher Identity** *Guiding question(s): What are our students' relationships to school? What are the purposes of school? Who are we as educators?*	
Class #2 May 23	**Community-Based Field Experiences** *How do we think about students and their communities from an assets-based perspective? What are the funds of knowledge that students bring to school? How can we leverage them for student learning?*	
Class #3 May 26	**Virtual Engagement**	See Bb for details
May 28	**Memorial Day – Class will not meet.**	
Class #4 May 30	**Poverty, Class, and Schooling** *Guiding questions: How will we build a classroom community that honors our*	**Current Issue Presentations**

	students' lived experiences? How do we organize our schools and classrooms to best serve our students and our profession?	
Class #5 June 2	**Virtual Engagement**	**Respond to prompt on Bb by 11:59pm on Sunday.**
Class #6 June 4	**Honoring Difference and Diversity** *Guiding question(s): How do we teach and organize our classes to best honor all of our students? What are the assumptions our teaching practices and education policies make about our students and their communities? How do we acknowledge our biases and support diverse learners?*	**Current Issue Presentations**
Class #7 June 6	**Tracking & Differentiating Instruction** *Guiding questions: What are the assumptions our teaching practices and education policies make about school organization? Why and how do you differentiate instruction?*	**Current Issue Presentations** **Bring one CIRI to class.**
Class #8 June 9	**Virtual Engagement**	**Respond to prompt on Bb by 11:59pm on Sunday.**
Class #9 June 11	**Schooling and Citizenship** *Guiding questions: What are the most important skills our students need to be empowered citizens, 21st century learners and productive members of society?*	**Current Issue Presentations**
Class #10 June 13	**Formative and Summative Assessments** *Guiding question: What is the best evidence of our students' learning?*	**Philosophy of Teaching and Graphical Representation Due**

Class #11 June 16	**Virtual Engagement**	**Respond to prompt on Bb by 11:59pm on Sunday.**
Class #12 June 18	**Proactive and Positive Approaches to Classroom Management and Relationship Building** *Guiding questions: What rules and procedures do anticipate for your future class? How can you build positive relationships with students? What are ways to support and respond to challenging learners?*	
Class #13 June 20	**Final Face-to-Face Class** • **School reform and federal policies** • **Field Experience Review** • **Course Takeaways** *Guiding question(s): Who are you now as a teacher? What roles will you and your students play in considering, contributing to, and challenging education policies? How will you engage with your "publics" to best serve your students, yourself, and your schools' constituents?*	**School Community Presentations**
Class #14 June 23	**Virtual Engagement**	**Respond to prompt on Bb by 11:59pm on Sunday.** **Field Experience documentation /paper due**

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 http://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://ods.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 Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Philosophy of Teaching Paper Rubric

These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. Each standard is listed below and rows have been developed to assess specific elements in each standard.

This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. Virginia Department of Education's technology standards for educators are assessed at the end of this document.

STANDARDS
- **InTASC Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 5, 6

THEMES
B) **Technology**

C) **Diversity**

D) **College & Career Ready**

SCORING GUIDELINES
4 (Exceeds Standard): Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3 (Meets Standard): This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2 (Approaches Standard): Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.

1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
LEARNER AND LEARNING				
InTASC 1 Learner Development. The candidate 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 that include the use of technology.				**/8**

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. **VDOE 1** *Questions to consider:* • *Which education theory(ies) that we studied in class do you most align with? Explain.* • *What are your beliefs about learners? How will you engage ALL leaners in your class?*	Candidate describes little or no knowledge of the developmental characteristics of the age group.	Candidate describes partial knowledge of the broad developmental characteristics of the age group.	Candidate describes accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate describes knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.
1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. **VDOE 2** *Questions to consider:* • *What type of learning experiences do you want to implement in your class?* • *How will you include all learners in learning?* • *How will you meaningfully incorporate technology in the class?*	Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.	Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated.	Candidate's knowledge of how learners learn is accurate and current. Candidate describes designing and implementing technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.	Candidate demonstrates extensive and subtle understanding of how learners learn and describes applying this knowledge to the classroom community. The candidate describes implementing a range of developmentally appropriate and challenging learning experiences for the class as a whole, in small groups, and individual learners. There are descriptions of the use of appropriate technologies that enhance learning, collaboration, and high order thinking.

InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.				**/8**
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. **VDOE 1** *Question to consider:* • *Why is it important to value individual and cultural differences?* • *How will you learn about your students, their families, and the communities they live in?*	The candidate's philosophy paper display little understanding of the relevance of individual differences to learning. The candidate provides minimal description about families, appropriate communication to or of the families.	Candidate's philosophy paper indicates some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate's description of family communication adheres to required school procedures.	Candidate's philosophy paper addresses individual learning differences. Candidate describes communication with families about learners' progress, respects cultural norms.	Candidate's philosophy paper consistently exhibits a variety of ways to meet individual differences to learning. Candidate describes communication with families about learners' progress, respects cultural norms, with learners contributing to the design of the system.
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. **VDOE 1** *Question to consider:* • *How will you incorporate culturally relevant pedagogy into your class? Explain.*	Candidate does not describe how to monitor learning. Description of instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	Candidate describes how to monitor the progress of the class. Description of instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.	Candidate describes how to monitor the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Description of instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.	Candidate describes how to systematically gather and use diagnostic information from individual learners and monitors their progress. Description of instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.

Performance	**Does Not Meet Standard (1)**	**Approaches Standard (2)**	**Meets Standard (3)**	**Exceeds Standard (4)**
InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.				**/8**
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5** *Question to consider:* • *How will you create a welcoming environment for all learners?*	There is little, if any, description in the philosophy paper of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets is not described consistently in the paper.	The candidate describes a classroom that is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The candidate describes a classroom that conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.

3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation. **VDOE 5** *Question to consider:* • *How will you motivate and engage students?*	The candidate describes a classroom that is a teacher-centered environment. Activities and assignments described are inappropriate for learners' age or background. Learners would not be engaged in learning.	The candidate describes a classroom that is a teacher-centered environment. Candidate attempts to describe how to accommodate learners' questions or interests. The description of activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The candidate describes a classroom that is a learner-centered environment. Candidate successfully describes how to accommodate learners' questions or interests. Activities and assignments described in the paper are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate describes how to seize every opportunity to enhance learning, building on learner interests or a spontaneous event. The candidates describes all learners as cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

Content Knowledge

InTASC 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.				**/4**
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **VDOE 3** *Questions to consider:* • *How will you make the content accessible to students, especially students who are not interested in the content/subject area?* • *How will you ensure students are mastering the content?*	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but describes only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 5. Content Application. The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				**/8**

5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2**	Candidate does not describe how to connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate does describe how to connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate does describe how to connect concepts, address different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.	Candidate describes how to create multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
Questions to consider: • *How will students make connections between the content in your class with real world problems? How will students' engage in critical thinking skills?* • *What are your beliefs about student collaboration? How will students'* • *collaborate?*				

5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. **VDOE 5** *Questions to consider:* • *How will students make connections between your content in your class with real world problems?* • *How will students' engage in authentic learning?* • *Will you incorporate social justice issues in your class? How? Why, or why not?*	Outcomes represent low expectations for learners and lack of rigor. Description of learning does not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Description reflects important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Description exhibits a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Description connects to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in the paper and artifact.

INSTRUCTIONAL PRACTICES

InTASC 6. Assessment. The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.				**/4**
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. **VDOE 4** *Questions to consider:* • *What are your beliefs about assessment? How will students' assessments inform your teaching?* • *How are students involved in the assessment process?*	Candidate does not describe beliefs about assessment in the lesson or unit and does not explain how assessments inform instruction.	Candidate's description of the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision-making.	Candidate's description to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed description and understanding of formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate described particular approaches to be used and explain the active involvement of the learner in decision-making.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				**/8**
7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. **VDOE 2** *Question to consider:* • *How will the education theory(ies) you prescribe to inform your instruction?*	Outcomes represent low expectations for learners and lack of rigor. Description of the instruction does not reflect learning in the discipline or a connection to a sequence of learning or effective pedagogy.	Outcomes represent limited levels of expectations and rigor. Description of the instruction reflect the importance of learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.	Outcomes represent high expectations and rigor and important learning in the discipline. Description exhibits a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Description of instruction in the paper and artifact is effective at increasing learning.	All outcomes represent high expectations and rigor and important learning across disciplines. The description connects to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Description of instruction in the paper and artifact represents effective learning for all learners.
7.2 Candidates effectively plans instruction based on knowledge of learners and the community context. **VDOE 2** *Question to consider:* • *How will your understanding of the community, school culture, and students inform your instruction?*	Candidate's description does not reflect an understanding of learners, how they learn, and the context of the community.	Candidate's description and artifact reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.	Candidate's description reflects an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	Candidate's description reflects a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Descriptions are tailored to represent the context and needs of learners and their communities.
InTASC 8. Instructional Strategies. The candidate 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 contemporary meaningful ways.				**/8**

8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. **VDOE 3** *Questions to consider:* • *Based on the education theory(ies) you believe in what instructional strategies would encourage learners to develop a deep understanding of the content area?* • *What strategies would help students build interdisciplinary and/or real-world connections?*	Candidate describes little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.	Candidate describes a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.	Candidate describes a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.	Candidate describes a familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate understands how to encourage learners to develop deep understanding of content areas and anticipate learner misconceptions.
8. 2 Candidates build skills to apply knowledge in contemporary meaningful ways. **VDOE 3** *Questions to consider:* • *What skills do you believe are essential to developing your class? Explain.* • *How will the skills they develop in your class be meaningful and contemporary?*	Candidate does not describe pedagogical content knowledge in contemporary or meaningful ways.	Candidate describes knowledge of instruction in ways that are outdated or ineffective.	Candidate describes knowledge of appropriate content instruction in contemporary meaningful ways.	Candidate describes contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
PROFESSIONAL RESPONSIBILITY				
InTASC 9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.				**/8**
9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community). **VDOE 6** *Questions to consider:* • *How will you continually evaluate your practice?* • *What evidence will you use to support your instructional choices?*	Candidate has no suggestions on how to self-evaluate teaching practices.	Candidate describes general ways on how to improve teaching practices but does not address how their choices and actions affect others.	Candidate understands and describes how to evaluate his/her practice and identifies ways to revise lessons for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	Candidate has a strong understanding and description on how to evaluate his/her practice and identifies specific revisions to the lesson for future use. Evaluations draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and community.
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6** *Questions to consider:* • *How will you demonstrate to your students that you are dedicated to their personal and academic growth and success?* • *How will you demonstrate to the school community (leadership, teachers, parents) that you are a dedicated teacher?*	Candidate does not describe how she/he will be an ethical and dedicated teacher.	Candidate describes how she/he will be an ethical and dedicated teacher.	Candidate displays high standards of how she/he will be an ethical and dedicated teacher.	Candidate has highest standards of honesty, integrity, and confidentiality and describes leadership roles with colleagues to uphold ethical practices.
InTASC 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.				**/4**
10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members	Candidate does not describe qualities of teacher leaders.	Candidate's description of qualities of a teacher leader are superficial and lacks description on how he/she envisions him/her-self	Candidate describes the qualities of a teacher leader. And envisions him/her-self using digital tools and resources to collaborate	Candidate's description of the qualities of teacher leader is thorough. The candidate describes his/her

(using digital tools and resources) to ensure learner growth and to advance the profession. **VDOE 6** *Questions to consider:* • *What are the qualities of a teacher leader?* • *How will you demonstrate that you are a teacher leader in the school community?*		as a teacher leader.	with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	leadership style and collaborates with learners, families, colleagues, other school professionals, and t h e community. Candidate describes taking leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Mechanics and Composition				**/4**
Candidate writes clearly and effectively, supports his/her beliefs with education research and theories/philosophies; and sites sources using APA.	Significant grammar, punctuation and/or spelling errors detract from the ability to read the paper. Sentences are largely unclear and do not vary appropriately in length or complexity. Words and phrases are ineffective in conveying ideas and are not varied enough to become compelling to the reader. Sources are not referenced appropriately .	Paper contains more than four grammar, punctuation and/or spelling errors. Sentences are somewhat clear, complete but vary little appropriately in length and complexity. Words and phrases are somewhat appropriate in conveying ideas but do not vary enough to become compelling to the reader. Several formatting errors are noted	Paper contains fewer than four grammar, punctuation and/or spelling errors. Sentences are mostly clear, complete and appropriately varied in length and complexity. Words and phrases are appropriate in conveying ideas and vary somewhat to become compelling to the reader. Sources largely referenced and formatted appropriately with only minor errors	Use of correct grammar, punctuation and spelling. Sentences are clear, complete and vary appropriately in length and complexity. Words and phrases are effective in conveying ideas and vary enough to become compelling to the reader. Sources referenced and formatted appropriately.
			Total Possible Points	**/72**

Appendix B
Classroom participation and attendance

Exemplary (22.5 – 25 points)	Proficient (20 – 22 points)	Emerging (19.5 or below points)
In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the teacher candidate makes active contributions to the learning group and class activities.	Teacher candidate is on time, prepared for class, and participates in group and class discussions/assignments. Teacher candidate attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The teacher candidate is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The teacher candidate is not prepared for class and does not actively participate in discussions.

Appendix C

Student Clinical Practice: Internship Application Requirements
Testing
Since 2015, internship applications must include **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted. For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only…see link below)
- ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
- Praxis II (content knowledge exam in your specific endorsement area) For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements
Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – NEW hands-on training required for licensure!
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.
Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Dyslexia Awareness Training– NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia.
The training module is located at http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

Background Checks/Fingerprinting
All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

Please note
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

Application
The internship application can be downloaded at
http://cehd.gmu.edu/teacher/internships-field- experience

Deadlines

Fall internship application:
- Traditional: *February 15*
- On-the Job: *May 1*

Spring internship application deadline:
- Traditional Internship: *September 15*
- On-the Job Internship: *November 1*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email. This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.