

Virginia College/Partnership

Laboratory School

Application

(Revised)

Submitted on January 18, 2013

By

George Mason University (GMU)

Under the Authority

Of

Virginia General Assembly

To

Virginia Board of Education (VaBOE)

**Mason/FCPS Lab School Application
Table of Contents**

Executive Summary:	3
Mission Statement:	5
Educational Program:	9
Governance:	26
Management Structure	28
Financial and Operations Information:	40
Placement Plan	45
Other Assurances and Requirements:	48
References	51
Appendix A	53
Appendix B	57
Appendix C	64
Appendix D	67
Appendix E	69
Appendix F	70
Appendix G	71
Appendix H	72
Appendix I	73
Appendix J	74
Appendix K	76
Appendix L	82
Appendix M	85
Appendix N	87
Appendix O	88
Appendix P	92
Appendix Q	95
Appendix R	96
Appendix S	99

Mason/FCPS Lab School Application

Executive Summary:

This summary must be included and must address the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

The primary purpose of this proposed college partnership laboratory school is to provide an interdisciplinary learning environment where students are prepared for college, career and 21st century civic life, teachers employ research based practices and systemically study their instruction and where commitment to the effective development of future teachers who are eminently prepared for classroom success is fundamentally important. The goals of Mason's PIA include:

- Cultivating skills to prepare students for the 21st century by utilizing a digital-rich learning environment to foster critical thinking in order to create, collaborate, and communicate
- Facilitating a learning experience where a rigorous and viable curriculum, along with student needs and interests fosters self-regulated learning and explores holistic growth; and
- Implementing an interdisciplinary curriculum so that students develop problem-solving skills by encountering learning in a way relevant to the real world.

Commitment to improving learning opportunities and outcomes for today's P-12 students must include the development and systematic study of innovative and effective practices designed to prepare students for living and learning in the 21st century. In concert with that directive, preparing future teachers with exceptional pedagogical training to teach and learn in diverse learning environments is fundamental to improving student achievement. The development of a school that facilitates the study and development of effective teaching and learning practices in an innovative and diverse environment while fostering teacher development in practical and meaningful ways is the essence of school reform. To that end, George Mason University has partnered with the Fairfax County Public Schools (FCPS) to develop a college partnership laboratory school where student learning and teacher development are the dual symbiotic foci.

Over several decades George Mason University's College of Education and Human Development (CEHD) has forged a strong partnership with FCPS where the former contributes to the development of highly effective teachers and administrators while enjoying the mentorship of FCPS faculty, staff and administrators to improve the quality of its teacher preparation programs. As the partnership has expanded, it has produced nearly one-third of current FCPS teachers and nearly half its administrators. Likewise, FCPS, with its world-class reputation, achievements in education and significant diversity of its student body has provided Mason's teacher candidates with meaningful experiences that help prepare them for success in the classroom. From the well-established partnership between CEHD and FCPS, the George Mason University's Patriot Innovation Academy (PIA) project has emerged as a potentially premier middle school, distinct from FCPS schools, yet with a learning environment drawn from the strengths of Mason's CEHD and FCPS, and the uniquely powerful partnership therein. At Mason's PIA, the Virginia Standards of Learning (SOL), Standards of Quality (SOQ) and Standards of Accreditation (SOA) will be the most significant metrics by which we will measure

our success. Mason's PIA's approach is designed to elicit mastery and application of skills such as creativity, communication, collaboration and critical thinking in order that students develop the habits of mind to be self-regulated learners prepared to meet the learning challenges posed in the 21st century. Mason's PIA's core philosophy is rooted in the belief that constructivist learning experiences are more meaningful and engaging for learners than lessons that rely on rote memorization, offer a "one size fits all" method, and do not value students' curiosity, prior experiences and interests.

At Mason's PIA, students will activate and explore their own personal curiosities, establish their own intrinsic motivations, foster persistence as they strive for mastery of learning, consider ideas concerning ethical and moral issues in various disciplines, and reflect on their own understanding. Investigation and inquiry skills will be enhanced in a learning environment where teachers, teacher candidates, and students serve as authentic practitioners, problem-solvers, and innovators in various disciplines. Students will develop communication while working collaboratively with their teachers in the problem-solving process, receiving and applying feedback, working out conflict, and establishing negotiation with fellow students.

Mason's PIA will draw upon current literature in the field of education to consider a wide array of issues that emphasize the effect of mastery based learning; student grouping such as clustering by interest, readiness and/or learning profile; student-led tutorials; and self-regulated learning, such as independent studies and blended learning environments which include an emphasis on and integration with virtual learning (Bandura, 1993; Dweck, 2006; and Zimmerman, 1989).

The National Association for the Accreditation of Teacher Education (NCATE) Blue Ribbon Panel (2010) highlighted the need for teacher education programs to more rigorously monitor and enforce how well they are addressing the needs of schools and how well they help improve student learning. The educational and professional development programs at Mason's PIA will explore an integrated approach to innovative practices in pedagogy, teacher development, and student learning in an applied laboratory school setting in order to systematically study the results that most significantly influence student achievement. Mason's PIA creates the potential to weave teacher preparation coursework as well as applied school-based research into clinical, school-based experiences.

Moreover, teachers at Mason's PIA also will engage in self-regulated learning improving their instructional practices through a metacognitive analysis of their teaching and its impact on student learning. Engaging educators at all levels of their career development from pre-service through graduate teacher education in a cooperative partnership committed to examining teaching and learning with an eye toward improving practice in order to improve student learning will be a critical component of Mason's PIA. Among other foci, teachers, including both Mason's PIA and Mason faculty as well as teacher candidates at various stages of their clinical preparation will actively engage in professional development on Problem-Based Learning (PBL) and enhancing pedagogical content knowledge through ongoing reflection, research and collaboration. The intention of Mason's PIA is to leverage the best of what both institutions have to offer in order to create a model setting that can serve as an incubator for evidence-based practices which will then be disseminated across FCPS, the Commonwealth and the nation.

Mission Statement:

State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included.

Mission Statement:

The mission of Mason's Patriot Innovation Academy (PIA) is to develop and systematically study innovative educational practices, models and strategies that most significantly influence student achievement and engagement, develop global citizens and integrate the technology of the 21st century.

Vision Statement:

The vision of Mason's PIA is to provide an active and engaged interdisciplinary, digital-rich, and self-regulated education for a diverse and changing learning community. At Mason's PIA meaningful learning becomes embedded into the lives of all who attend and work there. Students will be exposed to rigorous and relevant learning opportunities that, while maintaining requisite standardized assessment as a key metric, will also require them to think well beyond rote memorization of content and to do so in collaborative and creative ways. The teachers at Mason's PIA will engage in work as facilitators of student learning while systematically working toward improving their practice through action research, lesson study and reflection on teaching and learning. Mason's PIA will offer an educational environment which will allow the diverse student population to exceed the SOL and will foster a culture of advancing student achievement so as to maximize each student's individual potential. Mason's PIA will provide the opportunity to implement and research new staffing and professional development models patterned after teaching hospitals; enabling clinical faculty, mentors and teacher candidates to work together to better educate students and prospective teachers as part of clinical practice teams. As such, teacher educators working at Mason's PIA will have unique opportunities to facilitate pre-service teacher learning and development while conducting research on student achievement, teacher effectiveness and school reform models.

The initial targeted student population for Mason's PIA initially will be 200 students from seventh and eighth grades. Enrollment will be open to all students in seventh and eighth grades in the Commonwealth of Virginia by a lottery process (Section 23-299.2, Code of Virginia). An additional student population at Mason's PIA will be teacher candidates from Mason at various stages of their professional preparation. The selection of teachers candidates for various clinical experiences at Mason's PIA will be made by Mason faculty working in partnership with FCPS personnel to identify the best match for the unique educational program at Mason's PIA.

A description of the college partnership laboratory school's mission and how it is consistent with the Virginia Standards of Quality, the Virginia Standards of Learning (SOL), and the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia. (Reference: § 23-299.2, Code of Virginia.)

The mission of Mason's PIA is consistent with the Virginia SOQ, the Virginia SOL, and the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia because the curriculum is closely aligned with the Virginia SOL, Mason's PIA is collaborating with FCPS which adheres to Virginia's SOL, SOQ and SOA, and the benchmarks used to measure progress and success for Mason's PIA will match the Virginia SOA. Specifically, Mason's PIA will operate to be consistent with Virginia's SOL, SOQ, and SOA in the following ways:

Standards of Learning: Mason's PIA will align with the Commonwealth of Virginia's expectations of focus on SOL. This will include expectations of career and technical education programs, middle school expectations of economic education and financial literacy, and supporting the learning needs of students with special education, advanced academics, and limited English proficiency accommodations or modifications. It will also include at least 150 minutes per week on average of health/physical education or extracurricular athletics. Students at Mason's PIA will take all End-of-Year SOL assessments as expected of students in seventh and eighth grade. Students with Individualized Education Plans (IEPs) will be made aware of the graduation requirements expected of them to ensure the courses they select are appropriate for their future high school graduation needs that will be met in the State of Virginia. Intervention will be provided for students who fail to meet SOL expectations and pass rates.

Staffing: The student-teacher ratio at Mason's PIA will be 33 to 1. Recognizing that the student-teacher ratio is higher than that required by the SOA, the staffing will be supplemented by the infusion of Mason faculty as well as teacher candidates at various stages of their professional development. Each Mason's PIA teacher will be assigned two graduate teaching interns from Mason each semester. The educational program of Mason's PIA is designed so that student groupings larger than the recommended class size will be accommodated by the educational program and the infusion of teacher candidates who will be embedded at the school in order to allow for flexible grouping while maximizing the human capital of teachers, teacher candidates and Mason faculty working at Mason's PIA. The innovative curricular approach at Mason's PIA will mean that in practice there will be opportunities for students to work independently, in small groups, or even off-campus.

Additionally, library services, counselors, and reading specialists will be staff members who support FCPS's Lake Braddock Secondary School (LBSS) along with Mason's PIA as the students access these supports. Special education, Limited English Proficiency (LEP), and advanced academics support will be provided by staff members in both Mason's PIA and through the contract with FCPS at the co-located school as driven by the students who accept enrollment through the lottery system. At least one teacher dedicated to Mason's PIA will hold special education licensure to ensure the case management of students with disabilities is fully supported by the Mason's PIA staff and/or staff of the co-located school through the contract. Itinerant special education support will be provided, as needed, through the contract with FCPS. Students in need of LEP support will also access this support through the contract.

Staff will be expected to participate in regularly scheduled high-quality professional development, to ensure they meet recertification expectations for their licensure, and they will be evaluated through an evaluation system that combines the existing FCPS process and tools designed to provide feedback about teacher performance/achievement of annual goals that align with student academic progress. This is coupled with a process designed and created specifically for Mason's PIA and focused on the use of self-reflective, professional teaching portfolios. Staff will meet all technology competencies and state-mandated trainings as expected by FCPS. The teaching staff of Mason's PIA would hold state licensure in multiple discipline areas (or "middle school endorsement") and other specialized areas such as special education, world languages, and/or ESOL.

School Improvement Planning: The Executive Director and appointed Mason's PIA teachers will serve as the leadership team focused on addressing the financial needs of the school as well as

needs of staffing and professional development. This team will create Specific, Measureable, Attainable, Realistic and Time-oriented (SMART) goals by class and grade level, including an overarching school and community-wide goal. These goals will be monitored quarterly and strategies changed to support closing the gaps. Additionally, this group will examine teaching strategies lesson studies and sharing of best practices and curriculum alignment at regular Collaborative Learning Team (CLT) meetings. Various assessment models (including but not limited to eCart) will be utilized to regularly address level of rigor at Mason's PIA (see Appendix H). Teacher effectiveness will be monitored through various data assessment analyses, observations, and opportunities for collaborative self-reflection in order to share best practices and strategies. As Mason's PIA grows over time, past results will be reviewed and analyzed in order to adapt and improve instruction. Review of past student results as well as data collected through pre-assessments and weekly formative assessments will allow teachers to adapt instruction to best serve the needs of students.

Student Achievement, and Accreditation: The goal of Mason's PIA is to provide an interdisciplinary approach that enables students to meet or exceed the Virginia SOL through innovative practices in pedagogy, teacher development, and monitored student learning. The Virginia assessment program tests will be implemented and the results will be used as evidence of successful Virginia SOL mastery. Students attending Mason's PIA can complete courses offered for credit in grades 9 - 12. Courses offered for credit at Mason's PIA will be equivalent in content and academic rigor as those offered at the secondary level and will be counted toward meeting the standard units required for graduation. Mason's PIA students will participate in the Virginia assessment program.

Educational Program: Mason's PIA will promote individual student academic achievement in the essential academic disciplines. The educational program for Mason's PIA will be grounded in the Virginia SOL and will provide interdisciplinary instruction in art, music, and career and technical exploration. All instructional opportunities will meet the abilities, interests, and educational needs of students. Remediation recovery programs will be available to support students as needed. The content of the course for which credit is awarded is comparable to 140 clock hours of instruction; upon completion, the student will have met the aims and objectives of the course.

Library media, materials, and equipment: During the first years of Mason's PIA at a co-located site, students will have access to the sites library media services and resources before, during and after school through the Affiliate Agreement with FCPS (see Appendix S).

School Facilities and Safety: Mason's PIA will be maintained to ensure compliance with the Virginia Statewide Building Code. Initially, Mason's PIA will be co-located inside a Fairfax County Public Schools secondary school as part of the Affiliate Agreement (see Appendix S). The secondary site is compliant with all school facilities and safety standards outlined by the Commonwealth of Virginia.

School and Community Communications: Mason's PIA will promote communication and foster mutual understanding with parents and the community. Various means of communication such as website, print materials and meetings will be used to share information about the school such as school safety, staff information, special events, goals, vision and mission statements. The use of a Learning Management System (LMS) will also be used to assist with communicating classroom assignments and happenings.

A description of any specific area of academic concentration.

Mason's PIA will provide an interdisciplinary approach to content that will enable students to master and exceed the Virginia SOL. As such, there is no single subject as the focus for academic concentration, but rather the vision of Mason's PIA is to provide a cross-curricular approach to learning content. At Mason's PIA students will be grounded in an environment of self-regulated, interdisciplinary, and Problem-Based Learning (PBL). Therefore, the educational program at Mason's PIA will not reflect separate subject area courses but will reflect an interdisciplinary learning time during which cross-curricular objectives in core classes such as math science, English and social studies; and elective classes such as creative writing, career and technical education, and family and consumer sciences are integrated through PBL. Health and PE instruction will be delivered separately as well as highly specialized elective courses including but not limited to band, orchestra, chorus, and world languages. For sample teacher and student schedules see Appendix E and F as well as the 'Ferret it Out' content web in Appendix D.

The college partnership laboratory school's core philosophy.

The core philosophy of Mason's PIA is rooted in the belief that self-regulated, constructivist learning experiences are more meaningful and engaging for learners than lessons that rely on rote memorization, offer a "one size fits all" method, and/or do not value students' curiosity and interests. Three key assumptions underscore this core philosophy. First is the assumption that the affective curriculum needs to be valued and addressed equally to the content curriculum. Second is the assumption that all stakeholders will have high expectations for themselves and others. Finally is the notion that intellectual ability can be cultivated through effort and experience. Dweck (2006) describes this as the "growth mindset." The growth mindset is the belief that a person's true potential is unknowable because although people differ in talents and aptitudes, everyone can change and grow with experience and opportunity. Thus, as educators, if we expect students to be prepared for college, we must nurture potential at an early age.

This core philosophy applies equally to both students and faculty. Therefore, Mason's PIA teachers and Mason teacher candidates also will engage in self-regulated learning and systematic teacher research designed to improve practice through analysis of their instruction and its impacts on student learning. Among other foci, teachers and teacher candidates at Mason's PIA will actively engage in professional development on PBL and enhancing pedagogical content knowledge, clinical supervision/mentoring, data collection and research methodologies, reflective professional practice, and other topics identified through ongoing reflection, research and collaboration. Mason faculty, teachers and teacher candidates engaged at Mason's PIA will participate in CLTs designed to collaboratively analyze and improve practice. They will be part of innovative, boundary-spanning roles created for clinically-based programs. The regular immersion of Mason faculty and Mason teacher candidates into the daily operations and activities at Mason's PIA will both give relevance to the Mason teacher preparation program by grounding it in the field, and provide field-based practitioners with frameworks for in-depth analysis of learning and teaching. In this way, professional development at all ends of the spectrum at Mason's PIA will first and foremost be focused on student learning and achievement, and the pedagogical practices necessary to improve and enhance them.

Information about the college partnership laboratory school's anticipated student population.

The anticipated student population of Mason's PIA will initially be 200 FCPS students from seventh and eighth grades. Long-range plans include the possibility of expanding to other grades in subsequent years. Enrollment will be open to any seventh and eighth grade student in the Commonwealth via a lottery process, with the understanding that transportation to and from Mason's PIA co-located at LBSS will be the responsibility of family/guardians for all students not residing within the transportation hub of LBSS. Furthermore, enrollment at Mason's PIA will be open to all middle school-aged students regardless of ability or special needs.

An additional student population at Mason's PIA will be Mason's teacher candidates who are in various stages of their professional preparation. The selection of Mason's teachers for various clinical experiences at Mason's PIA will be made by Mason faculty working in partnership with FCPS personnel to identify the best match for the unique educational program at Mason's PIA. Clinical internships at Mason's PIA will be structured and staffed to support teacher learning, focused on improving student motivation, engagement, learning and achievement. Mason's PIA will provide the opportunity to implement and research new staffing and professional development models patterned after teaching hospitals, which will enable clinical faculty, mentors, and teacher candidates to work together to better educate students and prospective teachers as part of clinical practice teams. Teachers candidates may take courses, observe classes, work with small groups of students, conduct clinical rounds (observing, analyzing and reporting on student learning), participate in collaborative learning teams, plan and teach at Mason's PIA and engage in school-based research with Mason's PIA and Mason faculty members, among many other possible activities

Educational Program:

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the Standards of Learning.

The goal of the educational program of Mason's PIA is to provide an interdisciplinary approach to enable students to master and exceed the Virginia SOL through innovative practices in pedagogy, teacher development, and student learning. This approach is designed to elicit mastery and application of skills such as creativity, communication, collaboration and critical thinking in order to develop students who are self-regulated learners and problem-solvers. As such, there is no single subject as the focus for the academic concentration, but rather the vision of Mason's PIA is to provide an integrated cross-curricular approach to learning content. This corresponds to how learning takes place in the real world. At Mason's PIA, the Virginia SOL will be used as the foundation for students to master with the understanding that through self-regulated learning, students will be provided with a pathway for surpassing these standards by engaging in topics of interest that extend beyond the Virginia SOL.

Specific goals for innovative practices in pedagogy for students in seventh and eight grades that will enable students to meet and surpass the Virginia Standards of Learning (SOL) include:

- Cultivating skills to prepare students for the 21st century by utilizing a digital-rich learning environment to foster critical thinking in order to create, collaborate, and communicate;

- Facilitating a learning experience where a rigorous and viable curriculum, along with student needs and interests fosters self-regulated learning and explores holistic growth; and
- Implementing an interdisciplinary curriculum so that students develop problem-solving skills by encountering learning in a way relevant to the real world.

Specific goals for innovative practices for students in the teacher development program that will promote student success on the Virginia SOL include:

- Cultivating teachers' professional self-efficacy through collaborative reflective practices;
- Developing teacher candidates as innovators and change agents;
- Creating interdisciplinary collaborative learning teams that tap into the strengths of educators at multiple levels of professional development; and
- Engaging educators in conversations designed to analyze, improve and enhance pedagogy focused on increasing student learning, motivation and achievement while also embedding professional development into the daily operations of the school.

A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

Mason's PIA will use the Virginia SOQ, the Virginia SOL, and the Virginia SOA to develop curriculum for the educational program at Mason's PIA. Assessments will be differentiated, and multiple forms of assessment will be used in order to ensure that students master the Virginia SOL. Examples of assessments may include but are not limited to: teacher/student surveys, teacher/peer observations, teacher and/or student portfolios, projects, focus groups and performance-based assessments (such as writing assignments, math quizzes, science reports). These assessments will be used to determine the effectiveness of innovative practices in compliance with the Virginia SOQ and more specifically, the Virginia SOL.

An overview of the curriculum, and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.

Students at Mason's PIA will participate in a wide variety of learning experiences that will include opportunities for speaking, writing, presenting and interacting with others. The use of instructional technologies both in and outside of the classroom will provide students with the ability not only to learn and engage in nontraditional ways, but also to learn the necessary skills to utilize various technologies across all disciplines.

For students, the school day will be divided into seven blocks of time which reflect the major teaching methods and instructional strategies that will be used at Mason's PIA (see Appendix F). These blocks of time include an advisory, an interdisciplinary curricular PBL block, elective classes, flexible group work, independent study and research, lunch, and virtual learning. While some of these blocks of time will remain constant, several will be flexible and can be adapted to the student's individual learning plan and needs.

One block of time students will encounter will be the interdisciplinary PBL time. During this time, students will work in groups under the direct supervision of teachers who are facilitating the PBL curriculum and instruction. PBL is a scientifically research-based curriculum and instructional model that promotes student engagement with content by building on their natural curiosity to explore real world problems. Problems are designed so that students encounter instructional content in an integrated and relevant way. Initially, Mason's PIA will draw from existing PBL units drawn from FCPS middle school curriculum as well as several other previously published PBL units which align with Virginia SOL. There are twelve units available, each of which takes approximately three weeks to complete (see Appendix A for a complete list of the curriculum units currently available). Despite the fact that these units were intentionally written to align with individual core content areas, 'The Ferret it Out' Content Web found in Appendix D demonstrates how one of these PBL units meets cross-curricular objectives. Furthermore, appendices B, C and D provide additional information about PBL units and their relationship to Virginia SOL and the 4 C's of creativity, communication, collaboration and critical thinking. These units will be supplemented by the development of new units intentionally designed by Mason's PIA to meet cross-curricular objectives; including but not limited to elective content such as career and technical education, art, and creative writing. The development of cross-curricular units is underway. The PBL block will serve as the time during which the main delivery of the interdisciplinary curriculum facilitated by teachers will occur.

Another block of time Mason's PIA students will encounter is their elective classes. Students will take two electives. One elective students will be required to take is Health and Physical Education (PE) in compliance with Virginia State Code, and Virginia's SOQ and SOA. The other elective students will take will be based on the offerings of the co-located school and their individual interests.

Students will also have a scheduled advisory time. During this time, students will be able to meet one on one with their advisory teacher. The advisory time is designed for students to discuss self-selected goals and their progress towards meeting them. Students will lead discussions about their work including their success and their struggles. The role of the advisory teacher is to provide students with guidance and facilitate assessment and self-assessment of their goals and progress.

The advisory time is critical to another learning experience in Mason's PIA which is the block of time for independent study. During their advisory time, students will work with their advisory teacher to explore potential projects and products that reflect mastery of self-selected goals. Students will select independent studies aligned with the Virginia SOL not already covered in their other fixed learning times such as electives or PBL. During their independent study blocks, students will conduct research and work on projects designed to help them meet their goals.

Another block of time allocated to students during the day will be their lunch period, which will coincide with the co-located school's bell schedule.

Virtual learning will comprise another block of time during the day. During this time, students will access courses so specialized that they cannot be integrated through cross-curricular interdisciplinary curriculum including by not limited to advanced mathematics and foreign language courses.

Virtual Learning Opportunities Include:

- World language classes are available to middle school students through Virtual Virginia, an virtual course provider contracted by the state of Virginia, and will be available to Mason's PIA students through the Affiliated Agreement (see Appendix S).
- Through the Affiliated Agreement, Fairfax County Public Schools Online Campus is available to provide high school credit courses for free to Mason's PIA middle school students as long as the courses are part of their standard allocated seven courses. A variety of world language and mathematics courses are available through the Fairfax County Public Schools Online Campus. Students taking high school credit math courses could participate in a blended learning environment where they can access practice and support materials on line from the Online Campus and then work with their teachers and peers face to face in the classroom on applying, reviewing and extending their understanding of skills, content, and procedures.
- Additional virtual opportunities will be investigated based on the needs of the students at Mason's PIA.

Finally, students will also have a block of flexible group time during which they complete group projects, study, and complete assignments and objectives through cooperation and collaboration.

Activities outside of the school building will be offered to facilitate an experimental learning environment. Field trips designed to give students the opportunity to work on problems will provide hands on experience for the students, teachers and teacher candidates to make connections between academics and daily life. Examples may include visiting the Supreme Court, running a 5K, visiting the Chesapeake Bay to observe the effects of pollution, or touring behind the scenes of a rollercoaster or racecar to study speed and velocity. Such trips will be designed to include a focus on the Virginia SOL, while giving students the opportunity to collaborate with one another and with their teachers as they seek creative solutions to real problems.

As such, this schedule reflects a highly self-regulated learning environment. Providing a self-regulated learning environment corresponds with scientifically researched-based instructional strategies. Zimmerman (1989) found students' use of self-regulated strategies to be highly correlated with their achievement. Zimmerman also found that self-regulated learning promotes self-efficacy perceptions and strategy use which positively influences student motivation and achievement in school.

The learning environment at Mason's PIA will research and apply innovative research-based instructional strategies designed to promote engagement and achievement. The teaching methods will focus on eliciting mastery of skills significant to success in the 21st century such as creativity, communication, collaboration and critical thinking. This will be accomplished through the study and implementation of cross-curricular experiential, self-regulated, PBL independent studies, and applied practice.

A plan for using internal and external assessments to measure and report student progress in accordance with the Virginia Standards of Learning (SOL).

Assessments, in accordance with the Virginia SOL, will include internal and external measures. These assessments may include weekly, semester and yearly measurements for all subjects and grade levels through the Affiliate Agreement (see Appendix S) using the FCPS-developed assessment system, and nationally-normed achievement and ability tests to address the Virginia SOL. Internal assessments will reflect the interdisciplinary approach to curriculum at Mason's PIA. Therefore internal assessments designed to measure progress on standards will cover objectives from multiple subjects and grade levels as appropriate. Examples of internal assessments may include but are not limited to: teacher/student surveys, teacher/peer observations, teacher and/or student portfolios, projects, focus groups and performance-based assessments such as writing assignments, mathematics quizzes, science reports, etc. Additionally, the skills associated with the development of creativity, communication, collaboration and critical thinking will be monitored and evaluated through a variety of means as part of internal assessment measures employed at Mason's PIA. External assessments including the Virginia SOL assessments will be used as a supplemental measure of growth to the internal assessments. Additionally, External assessments will be administered to comply with state regulations regarding servicing students with special needs such as special education, English Speakers of Other Languages (ESOL) and gifted students.

Through the Affiliate Agreement (see Appendix S) Mason's PIA will make use of the FCPS eCART (electronic Curriculum Assessment Resource Tool) system which provides teachers and school administrators with access to web-based, FCPS-approved curricula, assessments, and resources that support P-12 teaching and learning. The system is designed to allow teachers the flexibility to develop formative assessments based on the instruction of curriculum-specific indicators, and to receive immediate feedback about student performance. Resources are available to provide teachers with support for differentiation, including reinforcement or extension the skill.

A sample assessment model can be found in Appendix H.

Together, the various assessments developed as part of the eCART system, and the multifarious portfolios addressing student, teacher, district, state and national learning goals, will foster a robust and measureable means to assess student learning. In order to make effective use of the various assessment tools, Mason's PIA will maintain an assessment schedule to ensure teachers' and administrators have the ability to obtain assessment data throughout the school year.

A description of plans for identifying, evaluating, and serving students who are: 1) students with disabilities, 2) English Language Learners (ELL), 3) academically at-risk, and 4) gifted and talented. Such plans must comply with state and federal laws and regulations

Inclusion of all students is a key component of the vision of Mason's PIA. It is the goal to hire teachers for Mason's PIA that are dually certified in more than one content area. In addition, at least one of the six Mason's PIA teachers will be certified in special education and at least one teacher will be certified for ELL. This may be adjusted based on actual enrollment figures once the students have been identified. Additional case management will be handled in cooperation with licensed special education faculty at LBSS if necessary. Identification, assessment and support services for students with disabilities, English language learners, academically at-risk students, and gifted and talented students will be conducted through a Affiliate Agreement (see Appendix S) with FCPS, and using the policies and procedures provided by FCPS.

Mason's PIA will be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Details for each of these classifications of students are as follows:

Details for each of these classifications of students are as follows:

Students with Disabilities

Identification. A student identified by a parent or teacher as possibly having special learning needs will be referred to Mason's PIA for evaluation. The evaluation process includes collecting and analyzing information and assessments provided by parents, teachers, state and local assessments, observations; and educational and socio-cultural, medical and other appropriate information about the child. All of this information will be used to determine eligibility for special education services. Eligibility and individualized education program (IEP) and/or reevaluation committees convene to develop an IEP.

Evaluation. A scheduled meeting of Mason's PIA school staff members and parents will occur on an annual basis in order to develop, review, and revise the IEP of a student receiving special education services. Upon occasion, a reevaluation will be held to decide if additional and/or updated information is needed to determine individual needs and eligibility status for special education and related services. A reevaluation will be required every three years or more frequently if conditions warrant, or upon request by the parent(s).

Services. The IEP will specify the individual educational needs of a student and what special education and related services are necessary to meet the student's educational needs. The IEP will be developed by Mason's PIA staff members with input from, and in collaboration with, the parents of the student. The IEP team consists of parents, the student (if appropriate), the student's special education teacher, a general education teacher if the student participates or may participate in general education classes, a representative of the school who is qualified to provide or supervise special education services, and others as appropriate. IEP's will be developed in adherence with The Individuals with Disabilities Education Act (IDEA).

English Language Learners (ELL)

Identification. All families enrolling in Mason's PIA will complete a Home Language Survey (HLS). Students who speak a language other than or in addition to English in the home (language minority students), must have their level of English language proficiency assessed as required by federal guidelines. They will be directed to a student registration site to complete registration forms and for assessment of their English language proficiency. At these registration sites, multilingual specialists assist parents and guardians in completing the necessary admissions forms.

Evaluation. As language minority students register in Mason's PIA they are assessed to determine their current level of English language proficiency using a holistic approach that evaluates oral, listening, reading, and writing skills. This holistic approach looks at academic English as well as social English skills. In addition, an informal evaluation of

the students' first language literacy level is completed; this provides valuable insight into students' previous education.

Services. If the student is found to have LEP, federal laws and guidelines require that services be provided to assist them to acquire English and perform to their full academic potential. Services for English learners will be provided as an integrated part of classroom instruction to meet students' needs and fulfill federal requirements for providing services for LEP students.

Students found to be eligible for ESOL or bridging services will be provided systematic, appropriate support to increase their English proficiency and improve their academic achievement, as required by federal legislation and guidelines. All teachers will be responsible for providing the English linguistic and academic foundation necessary for English learners to be successful in challenging academic settings. The ESOL-certified PIA teacher will provide services to English learners and bridging students through a variety of the service delivery options including but not limited to collaborative team teaching, targeted instruction and supported and differentiated instruction and materials.

Academically At-Risk Students

Identification and Evaluation. Because the educational program of Mason's PIA is founded on self-regulated learning, an academically at-risk student may be one who is not setting appropriate goals for him or herself, not demonstrating growth toward goals and/or not demonstrating the ability to reflect and adjust their learning performances as demonstrated via portfolio reviews or on other formative assessments. Such students may also be identified as having not passed the appropriate Virginia SOL assessments.

Services. The unique pedagogical approach used by the educational program at Mason's PIA is ideal for students who may struggle in more conventional school settings. All students at Mason's PIA will be given the opportunity to become self-regulated, motivated learners by engaging in real-world problem solving with their peers. By teaching not only the content but also the affective curriculum required for students to set and meet their own learning goals and to learn to work collaboratively with one another to solve problems, students will acquire the motivation, self-discipline and academic skills to achieve their goals. Additionally, the flexible schedule will allow students to master the curricula at their own pace allowing them to achieve success on their own terms, with guidance from advisory teachers.

Gifted and Talented Students

Identification. Students at Mason's PIA, may be recommended for the gifted and talented center program by parents or former teachers as those who may benefit from an accelerated learning program.

Evaluation. In order to be found eligible, students must show evidence of a general intellectual ability requiring full-time educational services in an advanced setting. Sufficient academic documentation to support placement includes a review of: exceptionally high ability test results, achievement test results, report cards, a rating scale of gifted behaviors, and student work samples. Optional documentation that may be considered in the file includes: a parent questionnaire, rewards and honors, and/or recommendation letters.

Services. Mason’s PIA will offer Advanced Academic Level IV students a highly challenging instructional program. Differentiation in the depth, breadth, and pace of instruction will be adapted to meet the needs of advanced learners. Extensions to the curriculum with a strong emphasis on higher level thinking skills such as critical and creative thinking, problem-solving, and decision-making will be used in order to provide an appropriate level of challenge for gifted learners. Students will pursue an understanding of the concepts, themes, and issues that are fundamental to the disciplines and that lead to an appreciation for relationships within and among disciplines. Students will engage in independent investigations and ongoing research appropriate to the disciplines. In order to address the socio-emotional needs of gifted learners, students will have ongoing opportunities for reflection and self-assessment that enable them to develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.

An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-310.

Ongoing assessments will monitor student progress at Mason’s PIA and identify students who have the potential to fall below individual standards outlined in the Virginia SOA. Following a growth mindset model, the use of pre-assessments and post assessments will assist in the identification of student by name and by need to enable teachers to provide interventions that immediately support the areas of concern. Immediate identification of the gaps will be monitored by using the total participation methods in the classrooms (whiteboards, clickers, index cards, adaptive school methods) and online (eCART, Blackboard, iPad applications, survey). Once the gap is identified, flexible grouping and spiraling techniques will be used to strengthen the understanding of the standard and provide continued support. Interventions can be tailored to the individual student through the use of virtual tutoring, peer-to-peer instruction, group leader instruction, video instructions, and coaching.

The Executive Director and appointed Mason’s PIA teachers will serve as the leadership team focused on addressing the financial needs of the school as well as needs of staffing and professional development through the school improvement plan. This team will create SMART goals by class and grade level, including an overarching school and community-wide goal. These goals will be monitored quarterly and strategies changed to support closing the gaps. Additionally, this group will examine teaching strategies through sharing of best practices and curriculum alignment at regular CLT meetings. Various assessment models (including but not limited to eCart) will be utilized to regularly address level of rigor at Mason’s PIA. Teacher effectiveness will be monitored through various data assessment analyses, observations, and opportunities for collaborative self-reflection in order to share best practices and strategies. As Mason’s PIA grows over time, past results will be reviewed and analyzed in order to adapt and improve instruction. Review of past student results as well as data collected through pre-assessments and weekly formative assessment will allow teachers to adapt instruction to best serve the needs of students.

Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (Reference: Virginia Standards of Quality - § 22.1-253.13:2, Code of Virginia.)

During the time that Mason's PIA is co-located at LBSS, the total enrollment at Mason's PIA will approximate 200 students. Students will roughly be 50% seventh grade students and 50% eighth grade students, but delineations between grade levels may be flexible due to the nature of the interdisciplinary educational program of the school. Because the curriculum at Mason's PIA is based on self-regulated learning and mastery and not on seat time, students are expected to move through the curricula at different rates. This approach will also allow for groupings that blend "seventh" and "eighth" grade students together, and will allow students to be promoted to the next level once they have achieved mastery of the curriculum rather than once they have logged the requisite number of 'seat hours.'

The student-teacher ratio at Mason's PIA will be 33 to 1. Recognizing that the student-teacher ratio is higher than that required by the SOA, the staffing will be supplemented by the infusion of Mason faculty as well as teacher candidates at various stages of their professional development. The educational program of Mason's PIA is designed so that student groupings larger than the recommended class size will be accommodated by the educational program and the infusion of teacher candidates who will be embedded at the school in order to allow for flexible grouping while maximizing the human capital of teachers, teacher candidates and Mason faculty working at Mason's PIA. The innovative curricular approach at Mason's PIA will mean that in practice there will be opportunities for students to work independently, in small groups, or even off-campus.

Each Mason's PIA teacher will have four sections of PBL, a section of Advisory, a collaborative planning period, and a personal planning period. Teachers will also be given time for lunch.

During PBL periods, a teacher may be teaching individually, co-teaching, or teaching in a group of three or more teachers depending on their own certifications, the certifications of the other teachers, and the schedule. For example, as reflected in the Sample Teacher and Student Schedule in Appendix E, 'Mr. George' has PBL during periods 2, 4, 5 and 7. During period 2, his advisor students also have PBL and will be found in his class along with any other Mason's PIA teacher who are co-facilitating this work. During period 4, 'Mr. George's' students are in health/PE, so therefore he would be co-facilitating PBL in another teacher's classroom. The same is true for periods 5 and 7. In this way, the human capital of teaching expertise is maximized throughout the day.

During advisory periods, the teacher will be responsible for conducting individual conferences with each of the students assigned to him/her as lead teacher. Mason teacher candidates, faculty and other personnel in the school may also sit in during this advisory time to provide feedback and support. When it is not a particular student's assigned individual conference time, he will be engaged in flexible group work time. Again referring to Appendix E, during period 3 ('Mr. George's' assigned advisory time), on Monday he may spend the block conferencing with students 1-6 while students 7 – 33 engage in flexible group time or receive direction and feedback from one of the other experts in the room. On Wednesday, he might conference with students 7 – 12 while the remainder engage in flexible group time or receive direction and feedback from one of the other experts in the room. The teacher will also have collaborative time to work with other teachers on curriculum development, and personal planning time.

Given an initial staffing model of six teachers, Mason's PIA will also host 12 Mason teacher candidates conducting their 6-credit internships and a small group of teacher candidates conducting observations and clinical rounds, working with small groups and participating in

CLTs. Teacher candidates will also take teacher preparation courses taught at Mason's PIA that are collaboratively developed by Mason and Mason's PIA faculty and that are woven around and into clinical experiences, placing the focus of teacher preparation and professional development on student learning and achievement, and the pedagogy needed to maximize both.

The proposed calendar and sample daily schedule.

Mason's PIA will use a 180 day, 990 hour calendar, particularly in the initial, co-located phase at LBSS. A sample of what a typical student's schedule at Mason's PIA might be like can be found in Appendix F, and a proposed school calendar in Appendix G.

A description of the performance-based goals and related measurable educational objectives to be achieved by the school (Reference: § 22.1-253.13:1.B, paragraph A, Code of Virginia.)

In addition to meeting the Virginia SOL objectives for math, science, English and social sciences, and history as required in appropriate grade levels, Mason's PIA will strive to foster students' deeper understanding of content and development of 21st century learning skills (creativity, communication, collaboration, and critical thinking), through learning experiences that support performance-based goals and objectives, such as PBL and other constructivist teaching strategies.

The performance-based goals and related measurable educational objectives will include affective and cognitive benchmarks as well as mastery of content and the development and growth of skills.

As such, students will:

- Master relevant and appropriate Virginia SOL (as measured by SOL assessments, benchmark/common assessments);
- Use existing and develop their own schemes for accessing and organizing information, such as developing online searching proficiency, reading and note-taking abilities, and database creation;
- Learn and practice specific group participation roles including self, group, and teacher feedback;
- Engage in group dynamics problem solving (i.e., problems encountered while engaged in group work) using listening, mediation, and interest-based negotiation skills (through journaling, teacher observations and coaching);
- Write in an organized, clear, and persuasive manner as measured by teacher assessments, SOL assessments;
- Speak in a coherent, engaging, and persuasive manner, using appropriate visual aids (as measured by rubric-based teacher assessment) persist in problem solving until they have solved a problem to the greatest extent possible given the constraints of time, resources, knowledge, and cognitive development (as measured by rubric-based teacher assessment); and
- Find novel solutions to complex problems.

For each grade or course in the college partnership laboratory school, please provide a detailed description of how the Virginia Standards of Learning (SOL) and the corresponding

Standards of Learning Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's Web site for more information about the SOL.)

All curriculum for each course and grade at Mason's PIA will use the Virginia SOL and the corresponding Standards of Learning Curriculum Framework as the foundation. Commonalities within curriculum frameworks of each of these core content areas will facilitate the interdisciplinary learning approach at Mason's PIA. The 'Ferret it Out' Content Web found in Appendix D illustrates how Virginia SOL are addressed within one PBL unit. All units developed and used at Mason's PIA will similarly align with Virginia SOL and the corresponding Standards of Learning Curriculum Frameworks. Each assessment in Appendix H has met the state assessment requirements which reflect federal assessment standards.

Virginia's SOL for English in Grades 7 and 8 address oral language, reading and writing as foundational components. Within these components are standards and goals for students that match the mission of Mason's PIA. In English/language arts classes, students will engage in various cooperative and self-regulated learning projects in which they are tasked with reading and analyzing resources of various genres (fiction, non-fiction, poetic, expository, narrative). Student outcomes will include the use and development of communication skills, both orally and in writing to work with peers and to convey the solutions to problems they encounter through PBL. Additionally, students will learn and use graphic expression (charts, diagrams, slide shows, etc.) to convey their understanding of any given topic; such expression will enhance persuasiveness.

In mathematics, Mason's PIA students will be challenged to apply sophisticated mathematical concepts such as probability and proportional reasoning to guide them through real-life examples of these principles from algebraic and geometric perspectives. Student outcomes will include the acquisition of specialized vocabulary, language patterns, problem-solving, and critical and analytical thinking skills that will facilitate real life applications of mathematical principles and will transfer into other disciplines such as science. Deeply embedded in the curriculum at Mason's PIA will be a curriculum aligned with Virginia SOL for science which seek to engage students in learning the nature of science by applying its principles to construct and conduct experiments while remaining cognizant of the interaction of variables in order to make predictions based on data.

Mason's PIA students will be exposed to a rich social studies learning environment that meshes closely with those of the other three core content areas. In social studies, the Virginia SOL challenge students to demonstrate their knowledge and understanding of history, geography and civics beyond factual memorization and knowledge-based recitation. Virginia SOL in history/social studies require that students be able to analyze source evidence and draw conclusions based on multiple perspectives. The educational program at Mason's PIA will further challenge students to explore the societal connections between individuals, groups and institutions in an exploration of citizenship that utilizes analysis of decision-making models. Such exploration of group norms and dynamics through the lens of citizenship will provide an appropriate means to also explore the principle learning environment in which these students work and learn. Student outcomes will therefore include an understanding of the historical, social, and economic implications of the problems they encounter through PBL activities, and

the ability to analyze the historical, social, and/or economic consequences that may result from the solutions they formulate.

A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Virginia Board of Education. The benchmark data should address targets for student improvement to be met in each year.

The timetables and assessments for documenting student achievement are laid out in detail in the Assessment Schedule Model found in Appendix H. Some aspects of learning at Mason's PIA will be assessed and analyzed using the eCART assessment repository tool. eCART (electronic Curriculum Assessment Resource Tool) will provide teachers and school administrators with access to web-based, FCPS-approved curriculum, assessments, tools, and resources that support K-12 teaching and learning. This tool will allow teachers to develop assessments aligned with course objectives and Virginia SOL. Data from assessments will be collected systematically and on an ongoing basis to continually measure student learning and inform instruction. The use of technology-based measurement such as electronic progress monitoring at Mason's PIA will enable teachers to more effectively monitor learners' growth and needs. In year one, benchmark data will be collected and profiles will be generated both at the school and student levels. Based on year one profiles, the expected increase percentage will be determined for the entire school as well as on a case-by-case basis. These profiles also become part of the evidence in each student's customized education plan. Program effectiveness will be measured using these profiles as well and targets for student improvement to be met each year will be based on these data.

In addition to these assessment measures, portfolios will be a significant assessment component for measuring student and teacher learning and growth at Mason's PIA. Portfolios will document students' educational development in an organized, coherent, format using selective artifacts directly tied to learning goals and course requirements, including, but not limited to the Virginia SOL. Furthermore, portfolios will be used to capture teachers' professional development in a systematic way that contributes to their pedagogical content knowledge and improved instructional practice.

For students at Mason's PIA, learning goals will come from state and national standards as well as student and teacher created goals. In addition, students will develop learning goals that support their learning beyond those directly measuring Virginia SOL. Through the use of portfolios, students will show mastery of learning goals. Through the use of portfolios, students will reflect on learning experiences and provide evidence of growth.

Portfolios will include:

- A definition of individual learning goals;
- Documentation of achievement;
- Articulation of individual learning goals
 - short and long term
 - college and career

- content focused
- affective/skills;
- Documentation of revised goals, or explanation for maintaining previously established goals; and
- Reflective discussion of challenges, successes and next steps.

Electronic portfolios of student work will provide the most comprehensive picture of what students are learning, how they apply what they learn, and how their thinking is developing. Student work in the portfolio will be assessed in at least the following areas:

- Content knowledge;
- Skill development
- Problem solving; and
- Collaboration with peers.

Assessment of portfolios and the work from which they are constructed is subtle, complex, and difficult to aggregate across individuals. Nevertheless, the following tools will facilitate the assessment process:

- Electronic access to portfolio templates that clearly lay out expectations and provide “bins” for student work, reflections, and supporting artifacts;
- Assessment rubrics (for both individual assignments and comprehensive portfolios) utilizing the “novice to expert” continuum designed to move students through ascending intellectual demand and the 4c’s (creativity, collaboration, communication and critical thinking); and
- An electronic database used to store and analyze assessments—individual and portfolio.

Quantification of data from exemplar products in the portfolio will come from leveled teacher assessments, such as rubrics, the practice of assigning a scaled qualifier to a specific aspect of students’ work. The resulting data will be used to note trends (such as specific standards that are being met universally, by most students, by some students, or by no students) and to measure outcome variability. This kind of information will provide data on student achievement in gross terms.

Mason’s PIA students will participate in a periodic defense of their portfolio at which they will present evidence, indicating mastery of objectives and skills as well as reflections on growth. Portfolios will be reviewed on a pre-determined schedule. Some reviews will take place with the advisor working alone and providing written feedback. Other reviews will include a panel of peers and professionals (including teacher candidates and in-service teachers, Mason faculty and content specialists) to provide feedback to the student. Each student and his or her advisor will confer at least once each semester on the progress towards educational learning goals.

Additionally, students will be provided opportunities to showcase their portfolios at designated times and for a variety of audiences.

Teachers

Professional development for teacher candidates and in-service teachers at Mason's PIA will include strategies for supporting the assessment of students' portfolio work as part of the overall professional development program. Additionally, portfolios will be used to obtain performance data related to teacher growth and achievement for teacher candidates embedded at Mason's PIA as well as for ongoing reflection, analysis of teaching and improvement. Because a fundamental part of the core philosophy is that Mason's PIA is a place for lifelong learning, establishing a systematic procedure for both teacher candidates and in-service teachers to engage in teacher research and reflection is an important tool for their growth.

Mason's PIA Teaching Portfolios will include a:

- Identification of a conceptual framework for their professional learning plan;
- Definition of professional learning goals and how they will be documented;
- Articulation of individual area of inquiry and how it is linked to 21st century skills and achievement standards established by Mason's PIA
 - short and long term goals
 - goals related to student learning and self growth;
- Documentation of modified or revised goals for the next assessment period, or explanation for maintaining previously established goals;
- Evidence of learning through action research and collaboration;
- Reflections on learning progress in the past and projections into the near-term future (i.e., revised goal setting); linked to artifacts and standards; and
- Documentation and discussion of challenges, successes, and future improvement.

Program Effectiveness

In addition to requiring that every learner (student, teacher candidate, teacher) working at Mason's PIA be assessed and assess their own growth, it is also important to engage in the continual assessment of the educational program at Mason's PIA itself. As stakeholders in Mason's PIA, teachers, teacher candidates and students will all participate in the ongoing evaluation of the program's effectiveness, with an eye toward continual improvement.

Program effectiveness will be measured by:

- Teachers' documentation of alignment to the "4C's" of critical thinking, collaboration, communication, and creativity in implementation of lesson plans at least once per quarter;

- Students reporting they consistently leverage technology as a tool to support their learning through the use of:
 - handheld devices
 - virtual courses
 - self-regulated research
 - virtual collaboration including video conferencing
 - accessing core content tutorials;
- Teachers sharing the innovative and high yield pedagogy of Mason’s PIA to support the teaching profession by hosting visits of teachers from other schools and other grade levels and/or conducting professional development at least once per quarter as well as publishing and presenting at professional conferences;
- Teachers planning and implementing an interdisciplinary curriculum that supports the integration of concepts and mirror real life experiences at least once per quarter;
- Students and teachers developing individual learning goals that demonstrate a passion for excellence in academics and that fosters a sense of personal and community responsibility. Students and teachers will demonstrate growth towards individual learning goals at least once per year; and
- Mason’s PIA serving as the host of at least one school visit per year from other educational entities, business organizations or federal/state departments to share the model of education conceptualized by Mason’s PIA.

Program effectiveness will be measured through the aggregation of portfolio assessment and data from the assessment schedule (Appendix H) using a central database. Student progress and program effectiveness at Mason’s PIA will be monitored via the collection and analysis of student achievement data (as indicated in portfolio assessments) on a regular basis; possibly each semester or once each year. A database will provide aggregate reports that demonstrate student progress relative to Virginia SOL as well as other pre-determined standards.

A description of any assessment other than the Virginia Standards of Learning (SOL) that may be used to measure progress during the academic year.

In addition to the assessment plan at Mason’s PIA as described in the preceding paragraph, moving into radically different ways of engaging students in learning requires a new set of assessments the design and testing of which may well be a component of the research and development initiatives of Mason’s PIA. Virginia SOL assessments, and the knowledge they access, provide a foundation. Constructivist, student-directed strategies such as PBL move students well beyond meeting Virginia SOL criteria, thus creating the need for a more complex assessment format that can address written, oral, and/or graphic products. These new assessments will need to be constructed by teachers collaboratively so they can be implemented consistently for all students engaged at Mason’s PIA. Clear and detailed assignment descriptions and assessment rubrics will be required. Examples of teacher-made assessments that may be

necessary for Mason's PIA are (but are not limited to):

- Assessments of content knowledge that will allow students to demonstrate whether or not they have command of the information that will help them to solve ill-structured problems. These may look like more traditional paper-and-pencil assessments that involve multiple choice, brief constructed responses, and longer essays;
- Assessments of PBL activities themselves, which would involve the examination of student-generated artifacts and their presentations of solutions to the problems they have solved. The latter may be facilitated through the use of video analysis; and
- Self-reflective, metacognitive assessments such as portfolios to help students demonstrate their progress in reaching their learning goals while also providing opportunities to reflect on that learning and what it means to their overall learning and progress.

A detailed description of any alternative accreditation plan, in accordance with the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-280), that the college partnership laboratory school will request from the Virginia Board of Education for approval
Not applicable.

A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s)

A site visit to the Model Lab School at Eastern Kentucky University highlighted the importance of ensuring that Mason's PIA faculty become "boundary-spanners" across the district/university cultural divide. Mason's PIA teachers will therefore serve as co-teachers in Mason teacher preparation courses. Mason and Mason's PIA faculties and teacher candidates will also have opportunities to collaborate in planning, instruction, supervision, mentoring, and collaborative learning teams (CLTs).

In line with the mission and vision of Mason's PIA, Mason and FCPS will build on a collaborative partnership through the staffing arrangements for school leadership and instructional faculty at Mason's PIA. Mason will designate and assign university faculty to work collaboratively in co-teaching both middle school students as well as teacher candidates in their graduate coursework at Mason's PIA, while partnering with FCPS personnel in ensuring the best possible matches between Mason teacher candidates and host Mason's PIA teachers, and between the candidates and the unique demands of the educational program at Mason's PIA. The Mason and Mason's PIA faculty members working with teacher candidates at Mason's PIA will be especially prepared to support and nurture the growth and development of new teachers as well as support the development of in-service teachers, while focusing all clinically-based teaching instruction on ways to enhance and improve student learning and achievement.

Teacher candidates involved at Mason's PIA will be engaged in a number of clinical experiences that are woven into and around their teacher preparation coursework, much of which will actually be taught on-site at Mason's PIA. Mason and Mason's PIA faculty members will collaborate to plan and teach preparation coursework in order to provide rigor as well as relevance to the material. Assignments involving engagement with Grades 7 and 8 students will ensure that teacher preparation coursework engaged in by teacher candidates will be woven into

the daily teaching and learning at Mason's PIA. Teacher candidates will have multiple opportunities to study teaching practices through extensive, embedded experiences conducted at Mason's PIA under the supervision and guidance of highly qualified clinical educators.

One requirement of teacher candidates assigned for internships at Mason's PIA is that they will be fully engaged and immersed in the daily operations at Mason's PIA and follow the same schedule as their in-service counterparts. Teacher candidates will be assigned to Mason's PIA on a full-time basis during the internship phase of their teacher preparation coursework. A goal will be to seek and receive external funding to support a full-time internship, so acceptance to the Mason's PIA internship program likely will be through a competitive application process.

If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

All students will have virtual learning opportunities. The word blended is used to indicate that the virtual and face-to-face modalities will not be used in isolation, but will work together to define the learning environment. Mason's PIA will utilize this blended learning model within all disciplines and at all levels, because it promotes student self-efficacy and the use of high quality content delivered through the use of technology. All students will access virtual learning opportunities. Virtual learning opportunities will be offered for courses so specialized that they cannot be integrated through cross-curricular interdisciplinary curriculum. These include but are not limited to advanced mathematics and foreign language courses.

Virtual Learning Opportunities Include:

- World language classes are available to middle school students through Virtual Virginia, an virtual course provider contracted by the state of Virginia, and will be available to Mason's PIA students as a part of the Educational Program;
- Fairfax County Public Schools Online Campus is available to provide high school credit courses for free to Mason's PIA middle school students as long as the courses are part of their standard allocated seven courses. A variety of world language and mathematics courses are available through the Fairfax County Public Schools Online Campus. Students taking high school credit math courses could participate in a blended learning environment where they can access practice and support materials on line from the Online Campus and then work with their teachers and peers face to face in the classroom on applying, reviewing and extending their understanding of skills, content, and procedures; and
- Additional virtual opportunities will be investigated based on the needs of the students at Mason's PIA.

The educational program at Mason's PIA and the teachers and teacher candidates delivering it will drive the ways in which technology is used to support and enhance learning. A variety of options for the use of technology at Mason's PIA may include but are not limited to: students observing lectures virtually outside of the school building, participating in on-line chats or discussion boards with speakers of another language, or with teacher candidates at Mason, or engaging in Skype, Blackboard Collaborate, or FaceTime discussions with experts in the content fields being studied. Teacher Candidates engaged in preparation coursework at Mason may also

have the opportunity to study clinical practices even when not at Mason's PIA by utilizing available technologies linking Mason's PIA to the university classroom.

Governance:

Background information on the proposed founding governing board members, and, if identified, the proposed school leadership and management team. (Reference § 22.1-299.2 B, Code of Virginia.)

Governing Board

Mason's PIA will be governed by a five (5) member Governing Board, Mason's PIA Governing Board will be appointed by Mason's Board of Visitors (BOV) and will be composed of:

- Three representatives from George Mason University (including the Dean of College of Education and Human Development or his/her designee);
- One representative from Fairfax County Public Schools (the current FCPS Superintendent or his/her designee); and
- One at-large representative from the Mason's PIA community (i.e. a parent, student, community member or other similarly engaged person)

The Executive Director of the Mason's PIA will serve as an ex-officio member of Mason's PIA Governing Board. The Mason's PIA Governing Board is tasked with overseeing policy issues related to Mason's PIA.

The criteria for selection of the at-large representative will include, but not be limited to:

- Commitment to the vision and mission of Mason's PIA;
- Interest in and commitment to innovative instructional practices;
- Involvement in parent-teacher partnerships at Mason's PIA and/or feeder schools; and/or
- Involvement with an entity involved with innovation and/or creative applications of technology.

School Leadership

Mason's PIA will be led by an appointed Executive Director, who will be a full-time employee of the university. In addition, an Operational Advisory Board also will be formed.

The Mason PIA Operational Advisory Board is tasked with the daily operations and management of Mason's PIA and will be comprised by:

- Executive Director of Mason's PIA (a full-time employee of Mason);

- Three Mason Faculty members from the College of Education and Human Development, including at least one faculty member with expertise in curriculum and professional development and at least one faculty member with expertise in educational research;
- Two teacher leaders from the Mason’s PIA faculty; and
- Two representatives from the host school (with one being the Student Services Director or his/her designee and the second being an Assistant Principal for either the 7th or 8th grade).

The purpose of Mason’s PIA Operational Advisory Board is to assist the Executive Director in the day-to-day operation of the school and to advise Mason’s PIA Governing Board on budget and policy issues, areas for further development, and suggested research opportunities.

The day-to-day operation of Mason’s PIA will be managed by a full-time Executive Director who is a member of the Mason faculty as well as a member of Mason’s PIA staff. The responsibilities of the Executive Director will include direct supervision of students and staff including implementation of policies and procedures for evaluation of both professional and non-certified staff members. He or she will also have responsibility and oversight for the coordination of all school activities between the host school (LBSS), Mason’s PIA and Mason personnel (e.g. Mason CEHD faculty, graduate and undergraduate student internships, student observations, graduate assistants, and faculty research).

A chart that clearly presents the school’s organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), the Virginia Board of Education, and any external organizations that will play a role in managing the school.

Appendix I clearly illustrates the organizational structure and lines of authority; along with related bodies. It will be a initial priority of Mason’s PIA Governing Board to identify and facilitate the development of related bodies (including but not limited to advisory groups or parent and teacher councils) to support the mission and vision of Mason’s PIA as was evidenced during site visits to other laboratory schools and consultations with faculty, administration and staff at these sites.

A clear description of the roles and responsibilities for the governing board, the school’s leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

A description of the roles and responsibilities for Mason’s PIA Governing Board, Mason’s PIA Operational Advisory Board and Mason’s PIA Leadership including their functions, roles and duties can be found in Appendix J and the proposed Mason PIA School Bylaws can be found in Appendix K. In the initial phase of Mason PIA’s development with approximately 200 students, the day-to-day management will be the responsibility of the Executive Director.

A description of the governing board’s relationship with the affiliated public institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations.

Mason's PIA is founded on an existing partnership between Mason and FCPS and the community at large. This partnership illustrates the commitment to the concept of collaboration in order to further the mission and vision of Mason's PIA. Mason's PIA Governing Board will serve to guide policy and practice through its interactions with all stakeholders. The make-up of Mason's PIA Governing Board illustrates this commitment to partnership through the inclusion of three members from Mason, one member from FCPS, and one from the Mason's PIA community.

Through the partnership between Mason and FCPS, Mason's PIA was afforded the opportunity to establish a relationship with the co-located school site (LBSS) for the initial phase. The relationship between Mason and the FCPS is a sustaining and durable relationship that will continue throughout the operation of the Mason's PIA.

Management Structure

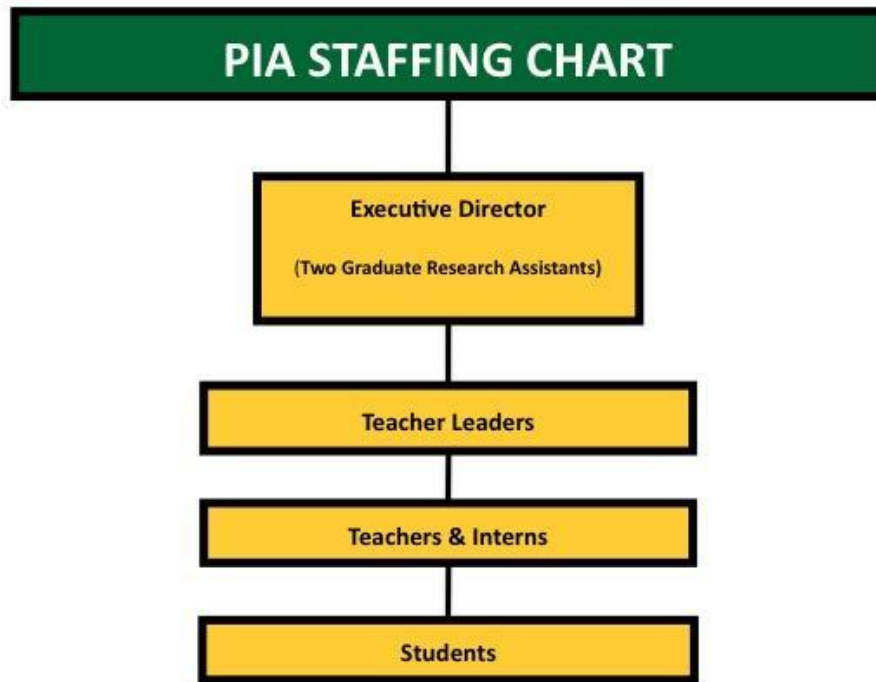
Staffing chart for the school's first year and a staffing plan for the term of the contract

The following represents the staffing by position and a staffing chart, in a graphical format, for the first year of Mason's PIA:

Staffing - 6.0 Teachers

Staffing - 1.0 Executive Director

Hourly Clerical/Financial/Other Support



The *Executive Director* will fulfill the duties typically carried out by a principal, such as maintaining budget, discipline and parent communications and interactions. During the time that Mason’s PIA is co-located, the Executive Director will work collaboratively with the principal of the host school (LBSS). Ideally, the Mason’s PIA Executive Director will have a teaching and school leadership background. The Executive Director will work with the six Mason’s PIA teachers who will provide support for mentoring and induction, facilities, curriculum and research at Mason’s PIA. This model of leadership was observed on a site visit to Falk Laboratory School at the University of Pittsburgh and builds on their success with this approach. The Executive Director will hold a post-graduate professional license in the Commonwealth of Virginia in PreK-12 Administration and Supervision.

Plans for recruiting and developing school leadership and staff.

The recruitment of Mason’s PIA leadership, teachers, and staff will be conducted through Mason’s CEHD with the cooperation of FCPS. In order to recruit highly talented and skilled leadership, Mason’s PIA will use multiple venues and outlets.

As per the guidelines provided by the Virginia Board of Education, Executive Director will be hired six months prior to the opening of Mason’s PIA. The Executive Director will be tasked with completing the hiring of the remainder of staff in order to prepare for the opening of Mason’s PIA.

A description of the academic/professional experience/qualifications of the college partnership laboratory school’s leadership and proposed faculty who will teach at the school.

The Executive Director and teachers at Mason's PIA will have qualifications based on the requirements of the host division of FCPS, which follows the requirements of the Commonwealth of Virginia as a baseline. The Executive Director will hold a post-graduate professional license in the Commonwealth of Virginia in PreK-12 Administration and Supervision. The information below outlines the requirements as designated by FCPS, and includes additional requirements desired by Mason's PIA specifically:

The Executive Director of Mason's PIA, who will be an appointed member of the faculty of the Mason's CEHD, must:

- Be able to assist with the planning, assessment, instructional leadership, communication, community relations, and safety and administrative management required to manage the instructional and special programs, organization, and facilities of assigned secondary school;
- Hold or be eligible for Postgraduate Professional License with endorsements as a secondary school principal or in administration and supervision preK-12, plus five years' progressive secondary school level teaching and leadership experience, or equivalent experience;
- Possess knowledge of principles and practices of modern public school secondary education and an ability to apply them to the needs of the school;
- Demonstrate skill in oral and written communications;
- Have the ability to supervise programs and evaluate the work of instructional and support staff;
- Have the ability to plan, organize, and coordinate secondary level instructional programs and services; and
- Have the ability to develop effective working relationships with students, staff, and the community.

Additionally, the Executive Director should:

- Provide visionary leadership, which is founded on clearly communicated and very high expectations of teachers and students in the secondary school;
- Strive to create and maintain a supportive environment so that teachers and students alike can achieve the goals set for and by themselves;
- Accept the responsibility for problem solving and follow-up of supporting and guiding teachers and students, and for consistent, early, and effective intervention into inappropriate or inadequate teacher or student behaviors; and
- Be knowledgeable of the relevant rules, regulations, laws and policies, which impact the school, the teachers and the students and are able to apply that knowledge in a consistent and constructive way.

Mason's PIA teachers, who will be FCPS employees assigned to the Mason's PIA and selected by Mason for this assignment, also will be appointed members Mason's CEHD's professional faculty.

Mason's PIA teachers will:

- Possess a postgraduate professional license with dual endorsements (or more) in teaching fields(s) appropriate to assignment plus three years' progressive teaching experience or equivalent experience with secondary school students;
- Have knowledge of FCPS curriculum, instructional goals, procedures and practices, and of growth, development and learning;
- Demonstrate skill in the ability to differentiate instruction, ability to integrate problem based learning with other contents, and identify and support the implementation of research-based instructional strategies; and
- Demonstrate skill in oral and written communications and human relations.

Additionally, Mason's PIA teachers should be able to:

- Clearly communicate high expectations for academic achievement and responsible behavior to students;
- See their primary responsibility as establishing an appropriate atmosphere for learning so that each student can achieve in accordance with the high standards of the school;
- Demonstrate consistency in providing feedback to students and parents, in good classroom management, and in setting high expectations for student success;
- Be professional and recognize and accept their responsibility as role models, motivators, and communicators. This professionalism should manifests itself in behavior, appearance, and attitude; and
- Be prepared to mentor and support teacher candidates during both field experiences and internships and to participate in clinical faculty research and professional development on a continuing basis.

The small size of the initial student population at Mason's PIA reinforces the importance of having highly qualified teachers holding multiple certifications, as evidenced by the site visit conducted at H.B. Woodlawn Secondary Program where this model has been successful.

Full-time and part-time Mason instructional, professional and research faculty supporting Mason's PIA will have a terminal degree from an accredited institution in fields relevant to secondary education content areas or clinical supervision, have a proven scholarly record of a scholarly accomplishments (e.g. refereed journal articles, books, presentations, and/or funded projects).

An assurance that the applicant will meet the conditions in § 23-299.8, Code of Virginia, which state that teachers “working in a college partnership laboratory school shall hold a license issued by the Board of Education or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1 and 22.1-296.2 applicable to teachers employed by a local school board.”

All recruitment of teaching staff at Mason’s PIA will adhere to the conditions set forth by § 23-299.8, Code of Virginia §§ 22.1-296.1 and 22.1-296.2. The adherence of these principles will be administered through three boards: FCPS School Board, Mason’s PIA Governing Board and the Mason Board of Visitors.

The school’s leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

According to the Affiliate Agreement (see Appendix S) between Mason and FCPS, the teacher employment policies, including performance evaluations at Mason’s PIA, will adhere to FCPS policies and guidelines, specifically the classroom teachers. For the Executive Director and any other full-time and part-time Mason faculty who may be assigned to Mason’s PIA, employment policies and performance evaluations will be consistent with Mason’s policies and procedures.

FCPS Teacher Evaluation

FCPS Teacher Evaluation Program was developed in accordance with the *Guidelines for Uniform Performance Standards and Evaluation* adopted by the Virginia Board of Education in 2011. The program supports the district’s student achievement goals and the philosophy in that all FCPS, schools will establish Collaborative Learning Teams (CLT) that employ best practices to raise the bar for all students and close the achievement gap. This system provides a balance between structure and flexibility that are, in PLC terms, “tight and loose.” The evaluation program is “tight” or prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it is “loose” in that it provides flexibility, thereby allowing for creativity and individual teacher initiative.

The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback to improve student academic progress and educator effectiveness. The teacher evaluation program measures growth and development of teachers’ skills, knowledge and expertise within the constructs of professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, professionalism, and student academic progress. The FCPS Teacher Evaluation Standards can be found in Appendix L.

Mason Faculty Evaluations.

Full-time and part-time Mason employees who are instructional, professional and research faculty of Mason’s CEHD and are supporting Mason’s PIA will be evaluated annually by unit administrators and/or committees of peers of the CEHD in accord and consistent with Mason’s evaluation personal policies with respect to faculty evaluation. Mason faculty members are evaluated on the quality of their overall performance and in the context of their goals and assignments. The results of and rationale for the evaluation must be given to the faculty member in writing; and faculty members must be afforded the opportunity to discuss the results of the evaluation. Annual evaluations are the primary basis for determining salary increases. Unit

administrators may take into account performance evaluations over multiple years in making raise recommendations. Mason faculty members are evaluated using the traditional areas of teaching, research and scholarship, and service.

Teaching. Effective teaching is demonstrated by the clarity, appropriateness, and efficacy of class materials, methods and presentations, and by successful learning outcomes. Contributions to teaching include the development and implementation of new courses and programs; the development of instructional materials, including applications of new technologies; mentoring teacher candidates in clinical and field supervision of students; and student advising.

Research and Scholarship. Faculty members are expected to contribute to the research agenda at Mason's PIA including working with Mason's PIA faculty and teacher candidates on such enterprises as exploring effective instructional practice and student achievement. Scholarly achievement will be demonstrated by original publications and peer reviewed contributions to the advancement of the discipline/field of study or the integration of the discipline with other fields; by original research, artistic work, software and media, exhibitions, and performance; and by the application of discipline- or field-based knowledge to the practice of a profession.

Service. Mason faculty service is at the heart of the Mason's PIA enterprise. Expectations include co-teaching Mason's PIA students, serving as experts to support curriculum, participating in collaborative learning teams, and participating in collaborative participation in professional development activities with Mason's PIA faculty and teacher candidates assigned to the school.

A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Virginia Board of Education licenses and endorsements. (Please reference § 22.1-299.2 B, Code of Virginia, for information regarding the employment of professional, licensed personnel.)

The qualifications of Mason's PIA Executive Director and teachers will comply with state law and regulations regarding Virginia Board of Education licenses and endorsements as per § 22.1-299.2 B, Code of Virginia. The Executive Director will hold a post-graduate professional license in the Commonwealth of Virginia in PreK-12 Administration and Supervision. The teachers will hold a professional license in the State of Virginia for Middle Ed. 6-8: English; Middle Ed. 6-8: History/Social Science; Middle Ed. 6-8: Mathematics; Middle Ed. 6-8: Science and or any combination of Middle Ed licensure including Middle Education 4-8. At least one of the six teachers will hold a special education teaching science K-12 for specific learning disabilities or emotional disabilities as their license or part of their license. At least one of the six teachers will hold a mathematics license or algebra endorsement to ensure support of high-school level mathematics content.

The qualifications of full-time and part-time Mason instructional, professional and research faculty supporting Mason's PIA will include adherence to the expectation that they have credentials and experiences that are relevant and appropriate for the work they undertake and role they assume.

***A plan to provide high quality professional development programs.
(Reference: § 22.1-253.13:5, Code of Virginia.)***

In keeping with the overarching vision of Mason's PIA as an institution of self-regulated, lifelong learning, the professional development programs at Mason's PIA will focus both on teacher candidates conducting clinical experience, and on the professional development of in-service teachers at Mason's PIA. Through collaboration between teachers in CLTs and with Mason faculty, professional development opportunities at Mason's PIA will be identified based on the needs of the students. Professional development will be founded in constructivist methodologies that take into account the diverse needs of Mason's PIA student population as well as best practices. Additionally, professional development opportunities will focus on a variety of curricular and pedagogical topics designed to help teachers improve and refine their practices. Though much of the professional development program will be driven by the educational program plan of Mason's PIA, it is expected that other professional development topics will present themselves as time goes on. Ongoing observation, reflection and research will ensure that the professional development programs serving both teacher candidates and in-service teachers are both relevant and high quality.

Professional development opportunities for teacher candidates and in-service teachers will be embedded within the school day, so that it will occur seamlessly within the school culture and environment. Given that Mason's PIA will serve students from a variety of academic backgrounds, abilities, interests and cultures, professional development will provide teachers with the necessary training and support to address a wide variety of students' learning needs.

A culture of coaching and support will embody the philosophy of professional development at Mason's PIA. Collaborative reflection on the teaching processes will be encouraged and supported through interactions in CLTs that will include in-service teachers and teacher candidates at various stages of their teacher preparation program, as well as Mason faculty. Teachers and teacher candidates also will have the opportunity to connect support each other through various technologies including online discussion boards and video conferencing; through collaboration with one another and with Mason faculty; and through specific Mason courses designed to keep teachers' skills current and reignite their passion for their subject areas.

Furthermore, Mason's PIA teachers will have a choice of professional development opportunities that will include non-evaluative options such as lesson study and action research. Many of these will have immediate practical application to the curricula at Mason's PIA (such as PBL, digital citizenry, and the use of portfolios for assessment), as well as theoretical and research-based methods and strategies. Professional development at Mason's PIA will also include experiences and resources designed to aid teachers and teacher candidates in providing experiences for students while improving their own best teaching practices.

Mason's PIA teachers also will receive focused and ongoing professional development in mentoring, observing and providing feedback and support to teacher candidates at various stages of their teacher preparation program, making them highly qualified to work with teacher candidates. Unlike traditional teacher preparation programs, teacher candidates conducting clinical fieldwork at Mason's PIA will participate in a unique community, gaining perspectives that placements at "conventional" middle schools do not provide.

Following a Professional Development School (PDS) model, teacher candidates conducting the clinical components of their preparation at Mason's PIA will be deeply embedded in the daily

culture of the school, and will have more opportunities to engage with students in a variety of experiences including and beyond the traditional classroom experience. It is expected that the research conducted at Mason's PIA will highlight areas of concern for professional development on an on-going basis, and that these areas once, identified will be wrapped into Mason's teacher preparation program.

Provisions for the evaluation of staff at regular intervals.

Teacher evaluations and policies and regulations regarding the terms and conditions of employment are outlined in Appendix L and M for FCPS and in Appendix N for Mason.

FCPS regulations and policies related to evaluation and other performance related employment actions taken from: <http://www.fcps.edu/Directives.shtml>.

The FCPS classroom teachers will be evaluated as follows:

R 4440.2: Duties, Responsibilities, and Rights of Employees Performance Assessments and Evaluations

R 4293.6: Dismissal-Definition of Just Cause

R 4294.4: Procedures for Non renewal/Dismissal of Educational Personnel

Provisions for a human resource policy for the school that is consistent with state and federal law.

Policies and regulations regarding the terms and conditions of employment including human resource policies are outlined in Appendix M for FCPS and in Appendix N for Mason.

Code of Virginia 22-296: Fingerprinting

R 4115.5: Verification of Employment Eligibility

P 4020.2: Orientation for New Employees

R 4101.4: Responsibilities of the Department of Human Resources

An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. (Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. Reference: § 23-299.2.C, Code of Virginia.)

Food services, transportation, health service, custodian services and security services will be congruent with FCPS since Mason's PIA will initially be co-located at FCPS LBSS facility. A signed Memorandum of Understanding (MOU) between FCPS and Mason that outlines the critical components of the partnership and working relationship can be found in Appendix O. An Affiliate Agreement (see Appendix S) between FCPS and Mason describes the services that will be provided by LBSS/FCPS.

Notification to all school employees of the terms and conditions of employment.

Policies and regulations regarding the terms and conditions of employment including procedures for notification of school employees are outlined in Appendix M for FCPS and in Appendix N for Mason.

R 4111.3: Guidelines for Employment of Teacher Scale Employees

R 4152.5: Guidelines for Employment of Unified Scale (US) Employees

P 4120.0: Contracts-Teachers, Educational Administrators, Transportation Personnel, Athletic, Coaching or Other Extra Duty Assignments

R 4311.9: Temporary Personnel, Substitute Personnel-Teachers and Instructional Assistants

R 4005.5: Field Experience Students, Practicum Students, Student Teachers, and Interns

R 4130.2: State Licensure Requirements

R 4774.4: Reemployment of Retirees

R 4291.4: Procedures for Resignation from Employment

R 4250.7: Destaff-Teachers, Educational Administrators, and Instructional Assistants

R 4253.5: Destaff-Unified Scale Support Employees

R 4284.5: Reduction in Force, Layoff, and Recall-US Scale Support Employees

R 4285.5: Reduction in Force, Layoff, and Recall-Teachers, Educational Administrators, Instructional Assistants

Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

We convened a focus group of LBSS Parent, Teacher, Student Association (PTSA) members on August 20, 2012 to discuss the concept of a laboratory school and collect input and feedback. Through this forum, we learned that there was support for the concept of a laboratory school based on its intended mission, philosophy, and educational focus. Parents supported the application process as described for LBSS students and surrounding geographical areas.

During the month of July 2012, Mason's PIA planners met with representatives from Microsoft, Apple, Pearson, and Intel. During these meetings Mason's PIA planners shared the concept and representatives from these companies provided feedback and input including suggestions for innovative practices and connections they could provide to support the mission and vision of Mason's PIA. They also brainstormed new ideas with planners based on their knowledge of innovations in education and business fields that would be applicable to the operations and educational program at Mason's PIA.

On September 18, 2012, the FCPS Superintendent and Mason's CEHD Dean presented an overview of Mason's PIA to the FCPS Business and Community Advisory Council, which provides the superintendent of schools a wide variety of perspectives through a host of relevant community voices. This group expressed interest in and support of Mason's PIA concept and seemed eager to stay abreast of the developments going forward. As indicated in the Milestones and Deadlines document (see Appendix P) a communication plan outlines how Mason, working in collaboration with FCPS, intends to further inform all stakeholders and seek their feedback and input on major components of Mason's PIA. Additionally, including parent and community representation on Mason's PIA Governing Board will ensure the involvement of these perspectives in the ongoing development and direction of the school. Finally, the Mason's PIA project was presented to the FCPS School Board at a work session on December 10, 2012.

Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. (Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. Reference: § 23-299.2, Code of Virginia.)

Enrollment in the Mason PIA, to be located at LBSS in Fairfax County, VA, is open to any child who resides in the Commonwealth of Virginia through a lottery process on a space-available basis. Two hundred students will be accepted to Mason's PIA. A computerized lottery process will be used to assign numbers to applications. This process will be run by the Fairfax County Public Schools Office of IT in conjunction with data entry from applications received. A waiting list shall be established, if needed, and parents will be informed of their child's position on the wait list.

A website will be launched on Feb. 1, 2013, which includes the application. Applications must be printed and mailed to the FCPS Department of Instructional Services postmarked by 11:59 PM on February 28, 2013. The lottery will be run in March by the Fairfax County Public Schools Office of IT and selected students will be notified on April 1, 2013, of their acceptance to the Mason PIA. These students and parents must confirm the acceptance of their slot by April 5, 2013. All other applicants will be informed of their number in the lottery by April 8, 2013, should any slots become available. Students on the wait list should continue the enrollment process in their school of record for 2013-14.

The school welcomes student applicants of all learning styles and abilities, including students specifically identified as gifted, in need of language services, in need of special education support, and students who are academically behind. No discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special services will factor into the lottery application process. Seventh grade students who are selected through the lottery, they will transition to the eighth grade in the next school year. For the second year of the program, the lottery will focus on all Grade 7 slots and any slots that become available should any seventh grader choose not to continue in Mason's PIA in Grade 8.

Parents or guardians of students who live outside of the boundary of the FCPS transportation boundary to LBSS will be expected to provide their own transportation of students to and from school each day.

Students on the wait list should continue the enrollment process in their school of record for 2013-2014.

Timeline

- Feb. 15, 2013: Application goes online for students/parents in the Commonwealth of Virginia
- Feb. 28, 2013, 11:59 PM: Applications must be postmarked by this date/time and sent to the FCPS Dept of Instructional Services
- April 1, 2013: Accepted students will be notified of their ability to be registered as a Mason PIA student
- April 5, 2013: Students/parents must confirm their acceptance of the slot as a Mason PIA student
- April 8, 2013: Students/parents will be informed of their place on the wait list

Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § 23-299.2, Code of Virginia, enrollment in a college partnership laboratory school "shall be open to any child who is deemed to reside within the Commonwealth through a lottery process on a space-available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list."

Special enrollment-related policies and procedures that address special situations (siblings, children of faculty, etc.) are not applicable. Each student of Mason's PIA will enroll individually. Applicants will be enrolled according to established criteria using a lottery process as described above.

A model Student Code of Conduct policy that addresses student behavior, discipline and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies related to students with disabilities.

Mason's PIA will adhere to the Student Code of Conduct policies and procedures used by all schools in the FCPS district. See <http://www.fcps.edu/dss/ips/ssaw/SRR/2012-13/2012-13-SRR.pdf> for further details.

A detailed school start-up plan, identifying tasks, timelines, and responsible individuals.

Mason's PIA will be co-located at LBSS and as such will not initially require the necessary steps for opening a stand-alone facility. However, during these first three to five 'proof of concept'

years, a facilities team will be researching potential stand-alone facilities based on the lessons learned during the co-located phase of Mason's PIA regarding the physical needs of the school.

In preparation for the start-up of Mason's PIA as a separate school co-located at LBSS, Appendix P outlines the identifying tasks and timelines for the planning and opening (September 2012–August 2013). Responsible parties will be identified through the team structure used for the completion of the laboratory school application.

A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

All after school, extracurricular programs offered at LBSS will be available to Mason's PIA students. These programs include but are not limited to: (1) Academic Support/Enrichment, (2) Social Skills/Youth Development, (3) Physical/Health/Recreation and (4) Family/Community. New clubs and activities will be introduced as the year progresses. Students may sign up for club and/or activities during lunch each day, and use the school website and Blackboard to keep track of club meeting and activities currently scheduled. Activities may include: Auto Tech, Chess Club, Cooking Club, Math Counts, Basketball, Soccer, Video Game Club, Science Olympiad, Technology Student Association, Book Club, Flag Football, Theatre Sports, Zumba, Tutoring, Cartooning, and more.

Late Buses for those within the transportation zone of LBSS are available on activity days. Mason's PIA students participating in after-school activities and living outside the LBSS transportation zone must to arrange for their own transportation.

A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Mason will allocate faculty Full-Time Equivalent (FTE) to work collaboratively in co-teaching both middle school students as well as teacher candidates conducting their graduate teacher preparation coursework. Clinical faculty at Mason's PIA will be drawn from both Mason and FCPS which will collaborate to determine whether teacher candidates are ready to enter the classroom on the basis of the candidate's performance and student outcomes. Both university and school-based personnel will share responsibility for the preparation and induction of teacher candidates via boundary-spanning roles created for clinically-based programs.

Though the size of Mason's PIA will not support all teacher preparation candidates in the Mason program, flexible scheduling of clinical teaching components at Mason's PIA may permit the majority of Mason teacher candidates to conduct some part of their clinical experience at Mason's PIA. One requirement of teacher candidates assigned for internships at Mason's PIA is that they will be fully engaged and immersed in the daily operations of Mason's PIA and will follow the same schedule as their in-service counterparts. This will mean that these teacher candidates are required to be full-time during the internship phase of their teacher preparation coursework. A goal is to seek and receive external funding to support the full-time internship, so acceptance to Mason's PIA internship program will likely occur through a competitive application process.

An overarching feature of Mason's PIA is its emphasis on its role as a research facility. As evidenced in a site visit conducted at the Model Lab School at Eastern Kentucky University, it is critically important that Mason's PIA teachers as well as Mason faculty and teacher candidates

engage in research at Mason’s PIA and publish the results of that research. As such, all faculty engaged at Mason’s PIA will be expected to contribute to the research agenda. In configuring the Mason FCPS partnership at Mason’s PIA, one anticipated outcome is to demonstrate through this collaboration that the delivery of instruction will ultimately be more cost effective than through conventional means of education. It is also anticipated that the more clinically-based teacher preparation program made possible by the collaboration of Mason and FCPS at Mason’s PIA will result in research to inform the literature in the field of teacher preparation, as well as have significant impact on the teacher preparation program at Mason. Mason’s PIA will provide a means to weave together teacher preparation coursework with clinical practice to emphasize the translation of knowledge into practice.

Financial and Operations Information:

A description of the college partnership laboratory school’s financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles

The financial plan for Mason’s PIA is based on a projected attendance of 200 students. Per-pupil allocations are derived from FCPS and reflect standard, division-wide rates.

The Executive Director will oversee the financial plan following the financial and audit requirements as per FCPS rules and regulations. Mason will serve as the fiscal agent and will contract (see Appendix S) with FCPS for the provision of selected educational and operational services and shall be subject to all applicable federal and state laws and regulations.

Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures

The budget for Mason’s PIA is divided into two components. The governance function of Mason’s PIA is provided by Mason. The Board will be responsible for hiring the Executive Director who will have oversight of the administration of Mason’s PIA. Various school services will be provided by FCPS via a contract that will be developed and as described in the Affiliate Agreement (see Appendix S).

Component #1 – Mason’s PIA Executive Director

Following is the budget summary for the Executive Director of Mason’s PIA for five years.

PIA Governance - GMU - Projected Budget						
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	
REVENUE:						
State Funding	\$ 147,801	\$ 150,757	\$ 156,184	\$ 161,807	\$ 167,632	
TOTAL Revenue:	\$ 147,801	\$ 150,757	\$ 156,184	\$ 161,807	\$ 167,632	
EXPENSES:						
Staffing - 1.0 Executive Director	\$ 147,801	\$ 150,757	\$ 156,184	\$ 161,807	\$ 167,632	
TOTAL Expenses:	\$ 147,801	\$ 150,757	\$ 156,184	\$ 161,807	\$ 167,632	
BUDGET BALANCE:	\$ -	\$ -	\$ -	\$ -	\$ -	

The budget assumes that Mason will receive annual funding from the state to cover the cost of the Executive Director position. Budgeted at a base pay of \$102,845 with benefits of 43.7 percent, it is projected that costs associated with this position will increase by 2.0 percent in FY 2014 and 3.6 percent in FY 2016-FY 2018. No other revenue is projected, and no other direct

costs are anticipated for this component. If state funding is not forthcoming or is at a reduced level, the overall budget will need to be recast in light of funds available.

The Mason’s PIA Governing Board members are anticipated to provide their services in support of Mason’s PIA in-kind, with no cost to Mason’s PIA. In addition, Mason faculty members and students are anticipated to provide services and/or support for Mason’s PIA at no cost to Mason’s PIA. In-kind contributions from Mason will consist primarily in the area of personnel and staffing (see Appendix R). For example, Mason faculty members will be assigned to Mason’s PIA as part of their regular FTE during the academic year (e.g., supporting instructional staff, teaching courses for teacher candidates, supervising interns, and overseeing field experiences conducted at Mason’s PIA).

Component #2 – Mason’s PIA Operations Budget - FCPS

School operations, under the direction of Mason’s PIA Executive Director, will be provided by FCPS as detailed in the Affiliate Agreement (see Appendix S). FCPS will spend an equal amount per pupil for Mason’s PIA students as compared to students in the division overall. Per-pupil expenditure allocations are derived from FCPS and reflect standard, division-wide rates. The following chart provides FCPS expenditures per secondary student for the last three fiscal years.

FY 2013 Approved Cost-Per-Pupil Summary			
	FY 2011	FY 2012	FY 2013
	Approved	Approved	Approved
General Education			
Middle School Program	\$10,356	\$10,668	\$11,393
High School Program	\$11,205	\$11,432	\$12,160
Average for Special Education	\$20,312	\$20,331	\$21,604

Mason’s PIA’s operational budget is based on a projected attendance of 200 students. Revenues that are provided by the state, federal, and local governments for FCPS students wishing to attend Mason’s PIA will continue to be provided directly to FCPS. All state financial reporting will be completed by FCPS with the assumption that Mason’s PIA’s activities, revenues, and expenditures are part of FCPS’ reporting entity.

The Mason’s PIA direct expenditure budget reflects student costs of five-sevenths of the FCPS per student allocation being budgeted for the costs of Mason’s PIA directly and two-sevenths of FCPS student allocation being budgeted for costs associated with facilities and other services provided by LBSS. This distribution of the FCPS student allocation is in recognition of Mason’s PIA students being housed at LBSS and the opportunity within the Mason’s PIA program for students to engage in electives, noncore courses and activities via LBSS’ programs during Mason’s PIA’s co-located phase. Following is the budget summary for five years.

PIA Operations - FCPS - Projected Budget						
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	
REVENUE:						
FCPS Revenue Per Pupil	\$ 2,278,600	\$ 2,324,172	\$ 2,407,842	\$ 2,494,525	\$ 2,584,327	
<i>From State, Federal, and Local Sources</i>						
TOTAL Revenue:	\$ 2,278,600	\$ 2,324,172	\$ 2,407,842	\$ 2,494,525	\$ 2,584,327	
EXPENSES:						
PIA Direct Expenditures provided by FCPS						
PIA Direct Instruction (5/7)	\$ 563,629	\$ 573,936	\$ 594,598	\$ 616,004	\$ 638,180	
PIA Financial/Clerical/Other Support	171,907	175,050	181,352	187,881	194,645	
PIA Pupil Materials	37,601	37,601	37,601	37,601	37,601	
PIA Indirect Expenditures provided by FCPS						
PIA Student Elective Instruction (2/7)	294,214	300,098	310,902	322,094	333,690	
SE, ESOL, and Other SB Support	813,449	831,730	863,025	895,448	929,037	
Instructional Support	104,200	106,284	110,110	114,074	118,181	
Transportation	109,600	111,792	115,817	119,986	124,305	
Facilities	87,400	89,148	92,357	95,682	99,127	
General Support	96,600	98,532	102,079	105,754	109,561	
TOTAL Expenses:	\$ 2,278,600	\$ 2,324,172	\$ 2,407,842	\$ 2,494,525	\$ 2,584,327	
BUDGET BALANCE:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Mason's PIA Direct Expenditures provided by FCPS

Instructional salaries, for both Mason's PIA direct instruction and elective instruction, are based on an average FCPS teacher salary of \$65,371 with benefits of 43.7 percent. It is projected that costs associated with these positions will increase by 2.0 percent in FY 2014 and 3.6 percent in FY 2016-FY 2018.

Mason's PIA financial, clerical and other support has been budgeted at \$171,907 in year one. It is projected that costs associated with these positions will increase by 2.0 percent in FY 2014 and 3.6 percent in FY 2016-FY 2018. This funding is provided to supplement the instruction and support services provided by FCPS through the staff at LBSS.

Mason's PIA pupil materials for the Mason's PIA directly instructed courses are budgeted at \$37,601 and reflect the entire per-pupil amount included in FCPS' per-pupil allocations. Utilizing the same budget as generated under FCPS' formulas will ensure that students at Mason's PIA have access to the same materials as they would at any other FCPS site.

Mason's PIA Indirect Expenditures provided by FCPS

FCPS will provide elective instruction for 2 periods for all Mason's PIA students. For elective instruction, Mason's PIA students will be able to enroll in electives offered to all LBSS students, which include fine arts, world languages, and career and technical education. Instructional salaries, for both Mason's PIA direct instruction and elective instruction, are based on an average FCPS teacher salary of \$65,371 with benefits of 43.7 percent. It is projected that costs associated with these positions will increase by 2.0 percent in FY 2014 and 3.6 percent in FY 2016-FY 2018.

Special education and ESOL services will be provided, based on student's individualized educational plans and ESOL assessments, through the instructional staff at Mason's PIA. The

intent is to staff Mason's PIA with dual-certified teachers to include ESOL and special education certifications. Should caseloads exceed the capacity of Mason's PIA instructional staff, supplemental services also will be provided by instructional staff at LBSS. FCPS will also provide the other instructional support services offered to LBSS students including guidance, library, nurse/social worker/psychologist services, administrative and custodial support, and afterschool and athletic programs and other such activities.

FCPS instructional support includes support for Mason's PIA teachers, access to curriculum and professional development resources, and support for student testing. Transportation services will be provided to Mason's PIA students who reside in the LBSS attendance area. Facilities include the use of the LBSS facility and facility maintenance. The provision and maintenance of classroom equipment, including student desks and chairs, will be provided by FCPS while Mason's PIA is co-located at LBSS. General support includes technology, financial, human resources, and other general support.

Start-up and five-year cash flow projections with clearly stated assumptions and indications of short and long-term sources of revenue

The funding for Mason's PIA from FCPS will be available at the beginning of each fiscal year. In addition to staffing and personnel expenses, other areas for expenditures from the remaining per-pupil allocation will include technology upgrades and replacements, learning materials, and staff development. Mason's PIA does not have any long-term revenue sources of funding at this time.

Description of anticipated fundraising contributions, if applicable.

Mason's CEHD Offices of Research Services and Development have been consulted and informed of the areas for potential fundraising for the purpose of targeting funding opportunities for educational programming, professional development, governance and management at Mason's PIA. In addition, CEHD's Director of Development is aware of these same funding targets as potential private and corporate funding opportunities are identified. The primary goal of donations and external funding will be both to support the instructional programs of Mason's PIA as well as to secure tuition support for full-time teacher candidate internships conducted at Mason's PIA (six graduate credits per candidate). Since external funding, grants, and donations have not yet been secured, the budget for Mason's PIA is being developed using the conservative approach of not budgeting for revenue not yet secured. As donations and grants are received, Mason's PIA will update the five-year budget to reflect this revenue and the related expenses.

The types of insurance and the levels of coverage sought. Types of insurance include, but are not limited to: 1) general liability; 2) health; and 3) property.

The Executive Director of Mason's PIA will be covered under Mason's insurance policies and programs for general liability, health, and property. The teachers and students of Mason's PIA will be covered under FCPS insurance policies and programs for general liability, health and property.

Any other Mason faculty and teacher candidates involved with Mason's PIA will be covered under Mason insurance policies and programs for general liability, health and property.

A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public institution of higher education to ensure that the level of coverage is satisfactory

Offices of risk management and human resources at both Mason and FCPS have been consulted and have assured that the types of insurance and levels of coverage are sufficient for the needs of Mason's PIA.

A sound facilities plan, including backup or contingency plans. Facilities information includes but is not limited to: 1) the provision of suitable instructional space, 2) provisions for library services, 3) provisions for the safe administration and storage of student records and medications, 4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act (ADA), 5) general information on emergency evacuation plans, 6) information regarding site location and preparation, 7) the structure of operation and maintenance services, and 8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred

As a lab school co-located in Lake Braddock Secondary School (LBSS), the facilities plan for Mason's PIA will be structured on the basis of having a center co-located except for: staffing (see [Management Structure](#) section) and budget (see [Financial and Operations Information](#) section). The Executive Director of Mason's PIA will collaborate with the host school administrator (or designee) to oversee integration of Mason's PIA students into non-core subjects and extracurricular activities Mason's PIA students will adhere to FCPS' Code of Conduct.

Facilities information includes:

1. The provision of suitable instructional space by utilizing available space at LBSS.
2. Provisions for library services will be met by the existing library at LBSS.
3. Provisions for safe administration and storage of student records and medications for Mason's PIA will be managed by the executive director (Mason's PIA students will use student health services at LBSS).
4. Information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities (ADA) will be met in partnership with LBSS leadership.
5. Mason's PIA will adhere to the emergency evacuation plans as established by LBSS.
6. As a co-located entity, the Executive Director will work with LBSS administration in preparing the site location appropriately suited for the educational program.
7. Operations and maintenance services will be provided for in partnership with LBSS administration.
8. This co-located arrangement does not require any financial arrangement for facilities.

A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school

Transportation will be provided to Mason's PIA students who live within FCPS attendance area for LBSS and who will be riding the bus concurrently with FCPS scheduled transportation for LBSS.

Transportation outside of FCPS standard transportation offerings for FCPS students attending Mason's PIA, either due to attendance areas or school hours, will not be provided.

A description of transportation services for students with disabilities. (Section 22.1-221, Code of Virginia, states: each "disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.")

The signers of the Lab School Application certify that they will guarantee adherence to the Code of Virginia cited above.

A description of food service operations and all other operational or ancillary services to be provided.

As outlined in the Affiliate Agreement (see Appendix S), operations of the school will be provided by FCPS which includes providing food services. Food and Nutrition Services will be provided to students who attend Mason's PIA at LBSS. Students will receive breakfast, lunch, and vending services concurrently with FCPS scheduled food services for LBSS.

The entire cost of FCPS Food and Nutrition Services is met through fees charged to program participants, and students of Mason's PIA will be eligible to purchase breakfast, lunch, and vending at the same rates charged to FCPS students.

Placement Plan

Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations

During the time Mason's PIA is co-located at LBSS, Mason's PIA Executive Director will serve as the single point of contact for all activities associated with the closing of Mason's PIA following the policies and procedures set forth by FCPS. However, the Executive Director will consult with the host school administrator to ensure that the closing is in adherence with the FCPS policies and procedures as shown in the close-plan.

A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the schools' records and financial accounts upon closure.

During the time Mason's PIA is co-located at LBSS, Mason's PIA Executive Director will serve as the single point of contact for all activities associated with the closing of Mason's PIA following the policies and procedures set forth by FCPS. However, the Executive Director will consult with the host school administrator to ensure that the closing is in adherence with the FCPS policies and procedures as shown in the close-plan.

Placement Plan for Mason's Patriot Innovation Academy

Mason's PIA Executive Director	Host School Administrator	Other (specified)
<p>Records: Students</p> <p>Transfer of students to other schools; ensure student records follow to new schools including cum files, discipline files, IEP files, testing records. Identify inactive or obsolete document and records files. Close SASI and transfer of students</p> <p>Personnel: Staff performance documentation would follow staff member to next location of employment for local site file documentation</p>	<p>Notify FCPA and NCS regarding community use (*may be delegated to host school liaison for building/community usage by the principal)</p>	<p>Placement of instructional staff: FCPS Assistant Superintendent of Human Resources or delegate if staff member holds FCPS contract of employment</p> <p>Placement of support staff: currently not applicable to Mason's PIA. If appropriate, and if staff member holds FCPS contract of employment, this would be from the FCPS Assistant Superintendent of Human Resources or delegate</p>
<p>Supplies/Materials: Any not funded through FCPS/provided by Lake Braddock Secondary School will follow Mason's PIA students to their new schools; distribution of school memorabilia; inventory/ evaluation instructional technology. If not from host school funding, it would follow students back to new school.</p>	<p>Supplies/Materials: Supplies/materials that were from host school inventory (to be done by Principal or delegate) such as: Disposition of library collection if it is part of the host school library, Inventory of blackberry and other non-instructional technology equipment if it is part of the host school inventory/FCPS inventory, copier moves, Food Services Kitchen Equipment and/or vending machine removals, inventory/evaluate instructional technology that was part of host school inventory</p>	<p>Contracts: Termination of contracts will follow policies and procedures set forth by Mason and FCPS</p> <p>Sale and distribution of assets</p>
<p>Finance: Settlement of financial obligations incurred specifically by Mason's PIA students for Mason's PIA</p>	<p>Finance: Passive order, other supply funding/ordering process if it is part of host school processes/FCPS,</p>	

school program from Mason's PIA. Oversight of settlement of financial obligations with FCPS which may include but are not limited to: library fines, lunch card reconciliation if the child goes to a school outside FCPS, health and PE uniforms, yearbook purchases, lost/damaged textbooks from FCPS inventory, Disposition of local school activity funds; outgoing audit, disposition of all finance records	collection/ disposition of vending profits	
Communication with stakeholders about processes, timelines, and details including parents, media, Mason, FCPS, ensuring website is accurate, receiving schools, students, staff, etc.	Safety/Security: Identify master key and security code holders/return inventory; ensure any two-way radios are returned; reprogram any telephones used; ensure inspection of any equipment such as fire extinguishers	
Move planning and coordination; post-close cleaning activities	Inventory furniture and equipment	

Code of Virginia, Sections 42.1-82, 42.1-85, 42.1-86.1

P 6470: Records Retention and Disposition

R 6701: Records and Reporting Requirements.

R 4260.2, Closing or Merging of Schools, Placement of Employees.

A notification process for parents/guardians of students attending the school and teachers and administrators of the closure date.

Mason's PIA Executive Director will be responsible for notifying the parents, guardians, students, teachers and administrators of the closure dates and adhere to the FCPS guidelines related to school closings including recommended dates.

A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date that the closure is announced

Mason's PIA Executive Director will be responsible for notifying the parents guardians of the students attending Mason's PIA of the alternative school placements within a set time period

from the date that the closure is announced, adhering to the FCPS guidelines related to school closings including recommended dates..

Provisions for ensuring that student records are provided to the parent or guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division (Reference: § 22.1-289 of the Code of Virginia)

Mason's PIA Executive Director will be responsible to ensure student records follow to students' new schools including cum files, discipline files, IEP files, and testing records. Additionally, the Executive Director will identify inactive or obsolete document and records files as well as close School Administrative Student Information (SASI) and transfer of students' records.

A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure

Mason's PIA Executive Director will be responsible to ensure staff performance documentation would follow staff member to next location of employment for local site file documentation. Furthermore, the placement of instructional staff will depend upon whether the staff member holds FCPS contract of employment. If appropriate, and if staff member holds FCPS contract of employment, the FCPS Assistant Superintendent of Human Resources or delegate will assist in this transition. Placement of support staff will not be applicable to Mason's PIA.

Other Assurances and Requirements:

The signers of the Lab School Application certify that all of the following assurances will be enforced and implemented.

An assurance from the applicant that no tuition will be charged to students.

We assure that Mason's PIA will not charge tuition for enrollment in the school.

An assurance from the applicant that the college partnership laboratory school is nonreligious in its admission policies, employment practices, and all other operations.

We assure that Mason's PIA will be nonreligious in its admission policies, employment practices and all other operations.

An assurance from the applicant that the proposed college partnership laboratory school shall operate in accordance with all applicable federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. (Reference: § 23-299.2, Code of Virginia.)

We assure that Mason's PIA shall operate in accordance with all applicable federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

A description of the college partnership laboratory school's policies and procedures for compliance with the federal Family Educational Rights and Privacy Act (FERPA) and records retention schedules consistent with guidance issued by the Library of Virginia.

One of the first priorities of the Mason's PIA Governing Board, will be to draft and finalize the policies and procedures manual to be used by Mason's PIA, which will include the federal FERPA policies already enforced by both Mason and FCPS. In addition, the Governing Board will also include the record retentions policies set forth GS-111 State Agency General Schedules\Specific Departments and GS-21 Locality General Schedules\ Local Departments.

Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

Included in the policies for Mason's PIA will be the University Policy Number 1117 which applies to all Mason faculty and staff, all departments, schools and activities and student organization supported wholly or principally by public funds. This policy can be found in Appendix S and at the following link-<http://universitypolicy.gmu.edu/1117gen.html>)

An assurance that the applicant will take all actions necessary to ensure that its governing board will enter into a contract with the Virginia Board of Education no later than nine (9) months prior to the opening date of the college partnership laboratory school.

Having entered into the approval process with Virginia Board of Education as of October 22, 2012 (date of the first application submission), and based on advice received via teleconference from Pat Wright, Patty Pitts, and Larry Wilder on November 30, 2012, we are taking every action necessary to ensure that the Governing Board will enter into a contract by an agreed upon date during the contract negotiations.

An assurance that, if approved to open a college partnership laboratory school, the leadership of the school will be retained on contract no later than six (6) months prior the opening date of the school.

We assure that, if approved to open, the leadership of Mason's PIA will be retained on contract no later than six (6) months prior to the opening date of the school.

A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational.

At this time, Mason's PIA is not requesting any waivers from Virginia's State Board of Education.

A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. (Reference: § 23-299.2 F, Code of Virginia.)

Mason's PIA will serve as a dissemination site for exemplary practices in providing professional development to in-service teachers to support their knowledge and skills in the following areas:

1. Interdisciplinary teaching and learning for all students.
2. Integrating PBL into their teaching repertoires.

Mason's PIA will also provide opportunities for faculty in teacher preparation programs across the Commonwealth to benefit from the research findings from studies on PBL and other innovative approaches to pedagogy and instructional methods (via summer institutes, on-line models, curriculum development workshops, and professional development opportunities, etc.).

In turn, the faculty use of the research will impact their teaching and instruction of teacher candidates.

A description of all agreements that the applicant may need in the contract with the Virginia Board of Education related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 23-299.2 B, Code of Virginia, including the approval of an Individual School Accreditation Plan. Section 23-299.3, Code of Virginia states:... “If the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”)

Mason’s PIA is not requesting any special agreements at this time.

A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school.

See Appendix S.

Information regarding the frequency by which such disclosures will be made. (Reference: § 2.2-3114, Code of Virginia.)

See Appendix S.

Conflict of interest disclosure by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school. As part of this assurance, the applicant must assure knowledge of the Virginia Conflict of Interest Act and the Virginia Public Procurement Act.

See Appendix S.

References

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-14.
- Dweck, C. (2006.). *Mindset : the new psychology of success*. New York: Random House.
- National Council for the Accreditation of Teacher Education, Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. (2011). *Transforming teacher education through clinical practice: A national survey in prepare effective teachers, Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved student learning*. Washington, DC: National Council for the Accreditation of Teacher Education.
- Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*, 81(3), 329-39.

Mason/FCPS Lab School Application
APPENDICES

Appendix A: List Of Problem-Based Learning Units

Unit Name	Grade Level Alignment	Content Alignment	Author	Description
Food For Thought	8	English Language Arts	FCPS	Students are in the role of the Fairfax County Food and Nutrition Specialist faced with the problem of whether or not to introduce fast food options into the county lunch program as a means of creating extra revenue. This unit is the 2010 NAGC National Curriculum Award winner.
Scooping the Maine	7	English Language Arts/US History II	FCPS	Students are journalists in Havana, Cuba, around the time of the Spanish-American war, and they have to decide whether or not they should participate in yellow journalism when writing the story of the sinking of the USS Maine.
A Final Appeal	8	English Language Arts/Civics	FCPS	The students are in the stakeholder role of Sixth Circuit appellate judges who have to rule on a case involving a school teacher who claims she was dismissed without cause for using classroom materials that were approved by the school district.
Hull House: Democracy in the Progressive Era	7	US History II	FCPS	Students are members of the Hull House Board of Directors who, as a result of budget cuts, have to decide which program the settlement house should continue funding. This unit is the 2012 NAGC National Curriculum Award winner.
Excluded! Chinese Immigration to the US	7	US History	RFP	This unit is about the Chinese Exclusion Laws in the late 1800s. Students act as a Congressman from California to investigate how and why the Chinese Exclusion Laws came into being from the vantage in order to decide whether to support the Geary Act.
All Work and No Play	7	US History	RFP	This unit focuses on child labor during the Progressive Era of American history. Students act as members of the National Child Labor committee preparing for a Congressional hearing. Presented with photographs from Lewis Hine, they launch into questions about the extent and nature of child labor, the differences in child labor in industry and agriculture, the background of child laborers, existing regulations on child labor and more. Students present their recommendations at the mock Congressional hearing.
The Golden Spike	7	US History II	FCPS (coming soon)	In this unit, China and Ireland have become embroiled in a contentious argument, and the two presidents have come to Stanford University (a midpoint between the two countries) to meet and come to some common ground. Class discussion will generate questions, hunches, and plans of action for solving the problem.

It's Debatable	7/8	US History II/Civics	FCPS	Students are members of JFK's campaign advisory committee responsible for preparing him for the Oct. 21 televised debate on foreign policy. As they prepare their candidate, they must not only consider the differences in appearing on radio versus TV but also the ongoing tensions with Cuba.
Black Death		World History	RFP	This unit is based upon the plague that devastated Europe in the mid-14th century. The place is the northern Italian town of Lucca, and the year is 1348, the month April. Reports of the Black Death have reached Lucca. It has been marching north through Italy, laying waste to one community after another. In Florence, 96,000 people have died; more than half of the city is dead or dying of the disease. And Florence is not that far away. Students act as Elders of the People to decide what the people of Lucca should do because it is now clear the dreaded plague will reach Lucca soon.
Ferret it Out	7	Life Science	FCPS	Students act as a member of the Black Footed Ferret Recovery Implementation Team (BFFRIT) tasked with identifying the different aspects of successful ferret reintroduction to prepare the newest test site in Ft. Collins, Colorado.
The Chesapeake Bay	7	Life Science	W&M	This unit has been designed to introduce students to the ecology and impact of pollution on ecosystems by means of an examination of the Chesapeake Bay Ecosystem. Students work to solve the problem of why the fish are dying.
It's Electrifying	8	Physical Science	FCPS	Students act as a member of the Engineering Team tasked with creating a plan that describes 1) where a 200 turbine wind farm will be placed off the Virginia Beach coast to create the maximum amount of energy/ or 2) investigating various alternative energy options for the Virginia Beach area and creating a proposal explaining the best option.

Unit Name	Grade Level Alignment	Content Alignment	Author	Description
Food For Thought	8	English Language Arts	FCPS	Students are in the role of the Fairfax County Food and Nutrition Specialist faced with the problem of whether or not to introduce fast food options into the county lunch program as a means of creating extra revenue. This unit is the 2010 NAGC National Curriculum Award winner.
Scooping the Maine	7	English Language Arts/US History II	FCPS	Students are journalists in Havana, Cuba, around the time of the Spanish-American war, and they have to decide whether or not they should participate in yellow journalism when writing the story of the sinking of the USS Maine.
A Final Appeal	8	English Language Arts/Civics	FCPS	The students are in the stakeholder role of Sixth Circuit appellate judges who have to rule on a case involving a school teacher who claims she was dismissed without cause for using classroom materials that were approved by the school district.
Hull House: Democracy in the Progressive Era	7	US History II	FCPS	Students are members of the Hull House Board of Directors who, as a result of budget cuts, have to decide which program the settlement house should continue funding. This unit is the 2012 NAGC National Curriculum Award winner.
Excluded! Chinese Immigration to the US	7	US History	RFP	This unit is about the Chinese Exclusion Laws in the late 1800s. Students act as a Congressman from California to investigate how and why the Chinese Exclusion Laws came into being from the vantage in order to decide whether to support the Geary Act.
All Work and No Play	7	US History	RFP	This unit focuses on child labor during the Progressive Era of American history. Students act as members of the National Child Labor committee preparing for a Congressional hearing. Presented with photographs from Lewis Hine, they launch into questions about the extent and nature of child labor, the differences in child labor in industry and agriculture, the background of child laborers, existing regulations on child labor and more. Students present their recommendations at the mock Congressional hearing.
The Golden Spike	7	US History II	FCPS (coming soon)	In this unit, China and Ireland have become embroiled in a contentious argument, and the two presidents have come to Stanford University (a midpoint between the two countries) to meet and come to some common ground. Class discussion will generate questions, hunches, and plans of action for solving the problem.

It's Debatable	7/8	US History II/Civics	FCPS	Students are members of JFK's campaign advisory committee responsible for preparing him for the Oct. 21 televised debate on foreign policy. As they prepare their candidate, they must not only consider the differences in appearing on radio versus TV but also the ongoing tensions with Cuba.
Black Death		World History	RFP	This unit is based upon the plague that devastated Europe in the mid-14th century. The place is the northern Italian town of Lucca, and the year is 1348, the month April. Reports of the Black Death have reached Lucca. It has been marching north through Italy, laying waste to one community after another. In Florence, 96,000 people have died; more than half of the city is dead or dying of the disease. And Florence is not that far away. Students act as Elders of the People to decide what the people of Lucca should do because it is now clear the dreaded plague will reach Lucca soon.
Ferret it Out	7	Life Science	FCPS	Students act as a member of the Black Footed Ferret Recovery Implementation Team (BFFRIT) tasked with identifying the different aspects of successful ferret reintroduction to prepare the newest test site in Ft. Collins, Colorado.
The Chesapeake Bay	7	Life Science	W&M	This unit has been designed to introduce students to the ecology and impact of pollution on ecosystems by means of an examination of the Chesapeake Bay Ecosystem. Students work to solve the problem of why the fish are dying.
It's Electrifying	8	Physical Science	FCPS	Students act as a member of the Engineering Team tasked with creating a plan that describes 1) where a 200 turbine wind farm will be placed off the Virginia Beach coast to create the maximum amount of energy/ or 2) investigating various alternative energy options for the Virginia Beach area and creating a proposal explaining the best option.

Appendix B: Problem-Based Learning (PBL) Standards of Learning (SOL) Crosswalk

The chart below shows the alignment between the Fairfax Program of Study (POS)—which already exceeds state standards—and the Advanced Academics Extended Indicators. Because PBL is flexible, it is difficult to pinpoint specific moments where some of these objectives are met, but unit materials do allow student acquisition of each.

Hull House Unit			
Unit Section	POS Benchmark Extension	Advanced Academics Extended Indicator	Where/How Objectives Are Met
Problem Engagement	<p>USII 4.a Essential</p> <p>The student will demonstrate knowledge of how life changed after the Civil War.</p>		<ul style="list-style-type: none"> Students will acquire background knowledge regarding social inequities during the Progressive Era by analyzing primary resources (political cartoons). Students will use Problem Engagement materials to engage prior knowledge and to create research questions. Students will use prior knowledge of Progressive Era immigration and urbanization challenges as they review a letter from Jane Addams to the Hull House Board of Directors. Students work individually or in pairs to fill in what they know and what they want to know (Learning Issues), on the Learning Issues Board. Students will prioritize Learning Issues and select high priority questions to research. <p>(repeated in Inquiry and Investigation/Kicker)</p>

USII 4.b Essential

The student will explain the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

4.b Students will be able to describe the effects across time of immigration and urbanization on the United States and predict the future role of immigration and urbanization in American society. (Connections)

4.b.2 Students will determine the significance of geographic location to the growth of major industrial cities in the United States. (Connections)

4.b.3 Students will pursue insights and draw conclusions on why people were drawn to the cities of industrial America. (Core)

4.b.4 Students will pursue insights and draw conclusions on how immigration and migration led to economic growth and political change with emphasis on the role of political machines. (Core)

Inquiry and Investigation

USII 4

The student will demonstrate knowledge of how life changed after the Civil War.

By developing research questions, conducting research, and completing activities listed below, students will gain an in-depth understanding of the challenges, contributions, economic impact, and political influence of immigrants in the United States during the Progressive Era. Example activities include:

USII 4.b Essential

The student will explain the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

4.b Students will be able to describe the effects across time of immigration and urbanization on the United States and predict the future role of immigration and urbanization in American society. (Connections)

- Learning Issues Board Responses
- Research Questions
- Neighborhood Analysis Problem Log
- Social Challenges Problem Log
- Reflective Moments

4.b.1 Students will assess why various immigrant groups came to the United States, the challenges they faced, and the contributions they made, noting patterns across time and time

In the first day of Inquiry and Investigation, students will analyze sample maps from Hull House maps and papers

Indicator 4.b.3 Essential

The student will explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

Indicator 4.b.4 Essential

The student will describe the efforts people made to solve immigration problems, including:

- Settlement houses, such as Hull House founded by Jane Addams
- Political machines that gained power by attending to the needs of new immigrants (e.g. jobs, housing)

Indicator 4.b.5 Essential

The student will describe discrimination against immigrants, including:

- Chinese
- Irish

periods. (Connections)

4.b.3 Students will pursue insights and draw conclusions on why people were drawn to the cities of industrial America. (Core)

4.b.5 Students will analyze the experience of immigrants from discrimination to assimilation and acceptance into society. (Core)

4.b.4 Students will pursue insights and draw conclusions on how immigration and migration led to economic growth and political change with emphasis on the role of political machines. (Core)

4.b.1 Students will assess why various immigrant groups came to the United States, the challenges they faced, and the contributions they made, noting patterns across time and time periods. (Connections)

4.b.5 Students will analyze the experience of immigrants from discrimination to assimilation and acceptance into society. (Core)

and make inferences about living conditions, health conditions, and relative status among groups in the neighborhood. At the end of the lesson, students respond to a reflection prompt about how the information on the maps changes the way they think about their problem.

In the next Inquiry and Investigation lesson, students will devote their time researching Learning Issues questions. At the end of this lesson, students analyze the severity of the social challenges facing immigrants during this time period. They also reflect on the definition of the word progressive and the concept of civil responsibility as they relate to the following quote from Jane Addams:

“Unless our conception of patriotism is progressive, it cannot hope to embody the real affection and real interest of the nation.”

In the third Inquiry and Investigation lesson, students will analyze relationships among the social challenges facing poor immigrants. They attempt to determine the ‘core causes’ that create the immigrants’ impoverished circumstances. At the end of the lesson, students are asked to use what they know from their research to reflect on whether or not they agree with the following quote from Jane Addams, “Of all

Indicator 4.b.6 Essential

The student will describe challenges faced by cities, including:

- Tenements and ghettos
- Political corruption (political machines).

4.b.6 Students will analyze these challenges through developing various perspectives including immigrants, muckrakers, farmers, and political machine bosses. (Connections)

the aspects of social misery nothing is so heartbreaking as unemployment.”

In the optional fourth Inquiry and Investigation lesson, students make inferences about the direct and indirect consequence of poor living conditions in Chicago. They look at what might happen in the absence of social action by tracing the direct and indirect effect of the social ills. At the end of this lesson, students reflect on what responsibilities they believe should be part of living in a democracy.

Problem Definition

USII 1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- b) make connections between the past and present
- d) interpret ideas and events from different historical perspectives
- e) evaluate and debate issues orally and in writing

USII 4

The student will demonstrate knowledge of how life changed after the Civil War.

USII 4.b Essential

The student will explain the reasons for the increase in immigration, growth

4.b Students will be able to describe the effects across time of immigration and urbanization on the United States and predict the future role of immigration and urbanization in American

Students are introduced to the concept of “allocation of scarce resources” and are asked to apply this concept to the problem. They select criteria with which to include as they make their decision about which project to support. Then they collaborate to create a problem definition that will address multiple aspects of the problem.

of cities, new inventions, and challenges arising from this expansion.

Indicator 4.b.3 Essential

The student will explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

Indicator 4.b.6 Essential

The student will describe challenges faced by cities, including

- Tenements and ghettos
- Political corruption (political machines).

society. (Connections)

4.b.3 Students will pursue insights and draw conclusions on why people were drawn to the cities of industrial America. (Core)

4.b.6 Students analyze these challenges through developing various perspectives including immigrants, muckrakers, farmers, and political machine bosses. (Connections)

Problem Resolution

USII 1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

b) make connections between the past and present

d) interpret ideas and events from different historical perspectives

e) evaluate and debate issues orally and in writing

i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives

Using the criteria they established during Problem Definition, students will select the proposal they will support. By using a Solution Grid, students create a metric for their decision-making. They work in groups to review and discuss the information they have found about each project. Ultimately, students select the project they will support. They prepare either a copy of the Hull House Bulletin or a visual display to communicate to the Hull House community which project they selected and how they made their choice. They come to the generalization that civic action is one way of creating a “common good” among Americans.

USII 4

The student will demonstrate knowledge of how life changed after the Civil War.

USII 4.b Essential

The student will explain the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

4.b Students will be able to describe the effects across time of immigration and urbanization on the United States and predict the future role of immigration and urbanization in American society. (Connections)

Indicator 4.b.3 Essential

The student will explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

4.b.3 Students will pursue insights and draw conclusions on why people were drawn to the cities of industrial America. (Core)

Indicator 4.b.5 Essential

The student will describe discrimination against immigrants, including:

- Chinese
- Irish

4.b.5 Students will analyze the experience of immigrants from discrimination to assimilation and acceptance into society. (Core)

Indicator 4.b.6 Essential

The student will describe challenges faced by cities, including

- Tenements and ghettos
- Political corruption (political machines).

4.b.6 Students analyze these challenges through developing various perspectives including immigrants, muckrakers, farmers, and political machine bosses. (Connections)

Problem Debriefing

USII 1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including

Students will review the extended impact of the Hull House by using the Taba Concept Development strategy to analyze “Hull House Firsts.” They then draw

the ability to:

b) make connections between the past and present

d) interpret ideas and events from different historical perspectives

e) evaluate and debate issues orally and in writing

i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives

USII 4

The student will demonstrate knowledge of how life changed after the Civil War.

USII 4.b Essential

The student will explain the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

Indicator 4.b.4 Essential

The student will describe the efforts people made to solve immigration problems, including:

- Settlement houses, such as Hull House founded by Jane Addams.
- Political machines that gained power by attending to the needs of new immigrants (e.g. jobs, housing).

generalizations about the nature of social change.

4.b Students will be able to describe the effects across time of immigration and urbanization on the United States and predict the future role of immigration and urbanization in American society. (Connections)

4.b.4 Students will pursue insights and draw conclusions on how immigration and migration led to economic growth and political change with emphasis on the role of political machines. (Core)

Appendix C: Problem-Based Learning and 21st Century Skills 4Cs


**Links Between Hull House Unit
Lessons/Activities and
Partnership for 21st Century Skills 4Cs**

		Creativity and Innovation	Critical Thinking and Problem Solving	Communication	Collaboration
Problem Engagement	<i>A Picture is Worth...</i>	X (Work Creatively w/Others)	X (Reason Effectively, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)
	<i>Jane's Letter to the Board</i>	X (Think Creatively, Work Creatively with Others)	X (Reason Effectively, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)
Inquiry and Investigation	<i>Getting to Know the Neighborhood</i>	X (Think Creatively, Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)
	<i>Research</i>		X (Reason Effectively,	X (Communicate Clearly)	X (Collaborate with Others)

			Make Judgments and Decisions, Solve Problems)		
	<i>Interactions</i>	X (Think Creatively, Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)
	<i>What's the Effect?</i>	X (Think Creatively, Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)
	<i>Optional Kicker: The Ethics of Gifts</i>	X (Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions, Solve Problems)	X (Communicate Clearly)	X (Collaborate with Others)
Problem Definition	<i>How to Choose</i>	X (Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions, Solve Problems)	X (Communicate Clearly)	X (Collaborate with Others)
Problem Resolution	<i>Choosing</i>	X (Think Creatively, Work Creatively with	X (Reason Effectively, Use Systems Thinking,	X (Communicate Clearly)	X (Collaborate with Others)

		Others, Implement Innovations)	Make Judgments and Decisions, Solve Problems)		
	<i>Presentation</i>	X (Think Creatively, Work Creatively with Others, Implement Innovations)	X (Make Judgments and Decisions, Solve Problems)	X (Communicate Clearly)	X (Collaborate with Others)
	<i>Kicker: Something's Up-ton</i>	X (Think Creatively, Work Creatively with Others, Implement Innovations)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions, Solve Problems)	X (Communicate Clearly)	X (Collaborate with Others)
Problem Debriefing	<i>Many Firsts</i>	X (Think Creatively, Work Creatively with Others)	X (Reason Effectively, Use Systems Thinking, Make Judgments and Decisions)	X (Communicate Clearly)	X (Collaborate with Others)

Appendix D: Ferret It Out Content Web

Interactions between organisms LS.8.a	Predator/prey LS.9.b	Food webs LS.7.b	Genetic drift; genetic bottleneck LS.14.c	Experimental method LS.1.g	Habitats LS.11.b	Ecosystems LS.7.b
Niche LS.9.e	Producer/consumer LS.9.a	Human impact on environment LS.12.b	Science	Disease LS.11.b	Energy pyramids LS.7.d	Invasive species LS.11.b
Research 9.a.5, 9.a.6, 9.c	Audience 7.a.1	Bias 3.b.4, 3.b.7	Ferret It Out	Mathematics	Proportions 7.4.a	Land measures (scale drawing) 7.4.a
Produce research product 9.a, 9.b, 9.c, 9.d	Purpose 6.f	Language Arts		Graphs 7.11.a, 7.11.b	Ratios 7.4.a	Statistics 7.10
Develop persuasive writing 7.a, 7.b, 7.c, 7.d, 7.k	Non-fiction texts 6.d, 6.e, 6.f, 6.h, 6.i, 6.k, 6.l	Edit writing 8.b, 8.c, 8.d, 8.e, 8.f	Social Studies	Powers of government 6.a, 6.c.1	Analyzing primary sources 1.a.1	Evaluate and debate 1.e
	Draw conclusions 6.d.1	Legislative branch powers 6.a.2, 6.b.3	Multiple perspectives 1.d	Economics 11.c.2	Lawmaking process 6.c.2, 6.c.3, 6.c.4	Analyze maps 1.f.1

Appendix E: Sample Teacher and Student Schedule

	Period 1	Period 2	Bruin/Block-Period 3	LUNCH
Sample Group 1	7:25-8:55 AM	7:25-8:55 AM	9:03-10:36 AM	10:36-11:06 AM
Mr. George	Collaborative Planning	Problem-Based Learning	Advisory	LUNCH
<i>Abigail Adams</i>	Band	Problem-Based Learning	Advisory/Flexible Group Work	LUNCH
<i>Martha Washington</i>	Career & Technical Education	Problem-Based Learning	Advisory/Flexible Group Work	LUNCH
<i>Abraham Lincoln</i>	Art	Problem-Based Learning	Advisory/Flexible Group Work	LUNCH
<i>Eleanor Roosevelt</i>	Elective	Problem-Based Learning	Advisory/Flexible Group Work	LUNCH
<i>James K. Polk</i>	Elective	Problem-Based Learning	Advisory/Flexible Group Work	LUNCH
Ms. Mason	Collaborative Planning	Advisory	Problem-Based Learning	LUNCH
<i>Dolly Madison</i>	Health/PE	Advisory/Flexible Group Work	Problem-Based Learning	LUNCH
<i>Thomas Jefferson</i>	Health/PE	Advisory/Flexible Group Work	Problem-Based Learning	LUNCH
<i>Anna Harrison</i>	Health/PE	Advisory/Flexible Group Work	Problem-Based Learning	LUNCH
<i>Rutherford Hayes</i>	Health/PE	Advisory/Flexible Group Work	Problem-Based Learning	LUNCH
<i>Harry Truman</i>	Health/PE	Advisory/Flexible Group Work	Problem-Based Learning	LUNCH
	Period 4	Period 5	Period 6	Period 7
Sample Group 1	11:14 AM-12:38 PM	11:14 AM-12:38 PM	12:46-2:10 PM	12:46-2:10 PM
Mr. George	Problem-Based Learning	Problem-Based Learning	Personal Planning	Problem-Based Learning
<i>Abigail Adams</i>	Health/PE	Independent Study	Spanish	Online Learning
<i>Martha Washington</i>	Health/PE	Independent Study	Chorus	Online Learning
<i>Abraham Lincoln</i>	Health/PE	Independent Study	Tech Ed	Online Learning
<i>Eleanor Roosevelt</i>	Health/PE	Independent Study	Elective	Online Learning
<i>James K. Polk</i>	Health/PE	Independent Study	Elective	Online Learning
Ms. Mason	Personal Planning	Problem-Based Learning	Problem-Based Learning	Problem-Based Learning
<i>Dolly Madison</i>	Elective	Online	Elective	Independent Study
<i>Thomas Jefferson</i>	Elective	Online	Elective	Independent Study
<i>Anna Harrison</i>	Elective	Online	Elective	Independent Study
<i>Rutherford Hayes</i>	Elective	Online	Elective	Independent Study
<i>Harry Truman</i>	Elective	Online	Elective	Independent Study

Appendix F: Sample Student Schedule

Abigail Adams	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1/2	7:25-8:55 AM	Band	Problem Based Learning	Band	Problem Based Learning	Band
Period 3	9:03-10:36	Advisory	Flexible Group Work	Flexible Group Work	Flexible Group Work	Flexible Group Work
LUNCH	10:36-11:06 AM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 4/5	11:14 AM-12:38 PM	Health/PE	Independent Study	Health/PE	Independent Study	Health/PE
Period 6/7	12:46-2:10 PM	Spanish	Online Learning	Spanish	Online	Spanish
<hr/>						
Abigail Adams	Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1/2	7:25-8:55 AM	Problem Based Learning	Band	Problem Based Learning	Band	Problem Based Learning
Period 3	9:03-10:36	Flexible Group Work	Advisory	Flexible Group Work	Flexible Group Work	Flexible Group Work
LUNCH	10:36-11:06 AM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 4/5	11:14 AM-12:38 PM	Independent Study	Health/PE	Independent Study	Health/PE	Independent Study
Period 6/7	12:46-2:10 PM	Online Learning	Spanish	Online	Spanish	Online Learning

Appendix G: Proposed School Calendar

July 2012							August 2012							September 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	
													30							

October 2012							November 2012							December 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	
													30	31						

January 2013							February 2013							March 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	24	25	26	27	28	29	30		
													31							

April 2013							May 2013							June 2013						
S	M	T	W	T	Fa	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	
													30							

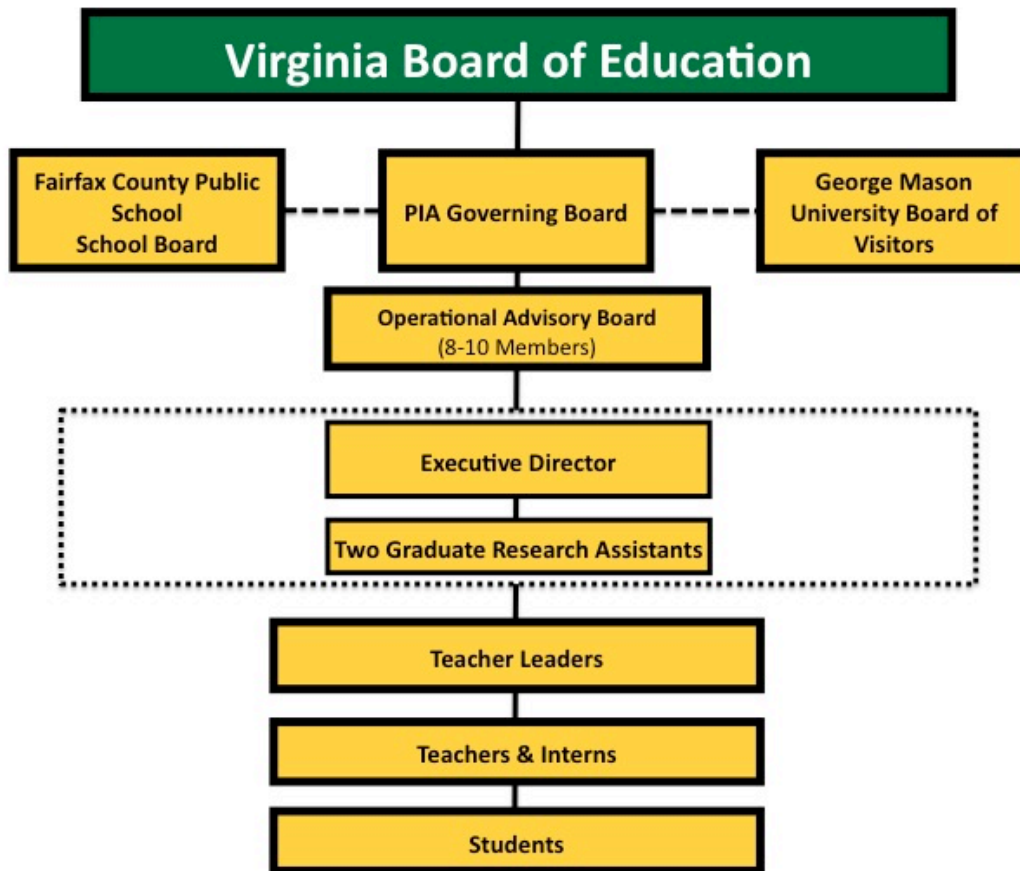
	= Student Break		= Start of School		= Early Dismissal		=
	= Teacher Work Days		= Testing Days		= Last Day of School		= Graduation
	= End of Grading Period						
	= In-Service Day						

MAKE UP DAYS
 1-3 days=NO MAKE UP 4 days=February 18 5 days=April 15 6 days=No Makeup 7 days=June 19 8 days=No Makeup 9 days=June 20 10=No Makeup

Appendix H: Sample Assessment Model

Testing Program by Grade 2011-2012				
Grade	Test	Population	Reporting Method*	Test Administration Timetable
7	Virginia Grade Level Alternative (VGLA) Assessment	Specific students with disabilities in reading, mathematics, and/or history; and certain LEP (limited English proficiency) students in reading	VDOE	Evidence is collected throughout the year
	Virginia Alternate Assessment Program (VAAP)	Specific students with disabilities in reading, mathematics, and history	VDOE	Evidence is collected throughout the year
	Naglieri Nonverbal Ability Test® (NNAT)	Those students without an abilities test score on file	FCPS	Nov. 11–18, 2011 Make-ups: Feb. 1–10, 2012
	Cognitive Abilities Test (CogAT)	Those students without an abilities test score on file	FCPS	Oct. 17–28, 2011 Make-ups: Feb. 1–10, 2012
	eCART: Middle School Reading Assessment	All students	FCPS	Oct. 2–Nov. 22, 2011
	eCART: Middle School Mathematics Assessment	All students	FCPS	Nov. 2–Dec. 22, 2011
	eCART: Middle School Reading and Mathematics Assessments	All students	FCPS	March 19–April 27, 2012
	WIDA ACCESS for ELLs®	All LEP students	VDOE	Jan. 13–March 7, 2012
	Standards of Learning (SOL) Assessments: Reading, Mathematics, and History	All students, unless they are submitting a VGLA or VAAP collection of evidence	VDOE	May 5–June 1, 2012

Appendix I: Governance Chart



Appendix J: Roles and Responsibilities of Mason’s PIA Governance Board, Operations Board and PIA Leadership

Area of Responsibility	Governing Board	Operational Board	PIA Leadership
Legal	<ul style="list-style-type: none"> Exercises fiduciary role to ensure the school is properly managed Maintains legal status; ensures paperwork is submitted to governmental agencies Reviews financial & business dealings 	<ul style="list-style-type: none"> Ensures that FCPS policies and procedures are followed in the operation of the school Advises Executive Director and Governing Board of operational issues 	<ul style="list-style-type: none"> Provides information to the Board to demonstrate that the school is well managed Compiles information for annual filing requirements Alerts board if conflict of interest situation is likely to occur Exercises proper judgment to avoid conflict of interest Supervises students and staff Implements FCPS policies and procedures in school operations
Finance and Accounting	<ul style="list-style-type: none"> Approves annual budget Reviews periodic financial reports (balance sheet, income statement) Ensures proper internal controls are in place Provides financial reports to FCPS and Mason Boards 		<ul style="list-style-type: none"> Prepares annual budget Oversees preparation of periodic financial statements Implements proper financial controls Administers school budget
Strategic Planning	<ul style="list-style-type: none"> Establishes mission and program direction Approves goals/objectives to meet those ends Reviews strategic plan and progress Assesses progress in achieving educational outcomes 	<ul style="list-style-type: none"> Makes recommendations to policy board regarding programs and practices 	<ul style="list-style-type: none"> Participates in revising vision, mission and program direction Develops specific program goals and objectives based on the vision and mission Develops/oversees progress reports
Policy	<ul style="list-style-type: none"> Develops and adopts written policies 	<ul style="list-style-type: none"> Assists Executive Director in 	<ul style="list-style-type: none"> Identifies need for new policies

	<ul style="list-style-type: none"> Reviews policies periodically 	identifying need for new policies and practices	<ul style="list-style-type: none"> Assures implementation of policies and assists in analyzing policy options
Resource Development	<ul style="list-style-type: none"> Assures long-range commitment of resources Establishes/implements fund development plan Reviews/approves all major grant proposals 		<ul style="list-style-type: none"> Assists in fund development efforts Assists with development of grant and other funding applications
Human Resources	<ul style="list-style-type: none"> Sets and reviews personnel policies Hires executive director and evaluates performance 		<ul style="list-style-type: none"> Implements personnel policies Recommends changes to personnel policies Hires staff and evaluates performance
Accountability	<ul style="list-style-type: none"> Establishes and communicates role of Governing Board Assures effective board participation Selects parent members Facilitates effective communication between Governing Board and Executive Director Communicates or reports to FCPS School Board and Mason's BOV as needed 		<ul style="list-style-type: none"> Facilitates effective communication between Governing Board and Executive Director Facilitates information exchange in preparation for selection of parent members
Community Relations	<ul style="list-style-type: none"> Promotes school to parents and the public Serves as emissary to broader community Promotes activities with other similar schools, programs, etc. 	<ul style="list-style-type: none"> Advocates for the school with teachers, parents and the host school community 	<ul style="list-style-type: none"> Interprets the laboratory school mission to the community via direct involvement, public relations, personal contact, working with the media, etc. Works closely with the board for an effective school operation

Appendix K: Proposed School Bylaws

Bylaws of George Mason University College Partnership Laboratory School – the Patriot Innovation Academy (Proposed- with final Governing Board approval pending)

ARTICLE I Name of the George Mason University College Partnership Laboratory School

Section 1. Name. The name of Mason College Partnership Laboratory School shall be the Patriot Innovation Academy (hereinafter referred to as the “PIA”).

Section 2. Principal Office. The principal office of the PIA shall be at the College of Education and Human Development at George Mason University in Fairfax County, Virginia.

Section 3. Purposes. The PIA is a College Partnership Laboratory School organized in accord with the regulatory requirements of the Virginia Department of Education. More specifically, the purposes for which the PIA is organized are:

- Provide exemplary education for its students enrolled in the PIA,
- Serve as a center for educational innovation and research,
- Provide clinical teaching experiences for teacher candidates and administrators at George Mason University, and
- Provide professional development opportunities for teachers, school administrators and leaders and other educators and school personnel

Section 4. Statute and Code. The PIA shall operate in accordance with Virginia Code Sections 23-299, Et seq. (College Partnership Laboratory Schools).

Section 5. Non-discrimination. The PIA shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the PIA shall be open to all students in its authorized geographic area on a space available basis selected by lottery and shall not unlawfully discriminate in its admission policies or practices. The PIA shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of College Partnership Schools in the Commonwealth of Virginia.

ARTICLE II Members

Section 1. Non-membership PIA. The PIA shall have no members.

ARTICLE III Governing Board

Section 1. Number. The PIA's Governing Board shall consist of five members appointed by the Board of Visitors of George Mason for an indefinite term and will be comprised by:

- Three representatives from George Mason University (including the Dean of College of Education and Human Development or his/her designee)
- One representative from Fairfax County Public Schools (the current FCPS Superintendent or his/her designee)
- One at-large representative from Mason's PIA community (i.e. a parent, student, community member or other similarly engaged person)

The Executive Director of the Mason's PIA will serve as an ex officio and non-voting member.

Members of the Governing Board shall have all powers and duties for the conduct of the activities of the PIA.

Section 2. Powers. The Governing Board shall have all powers and authority, for the management of the affairs of the PIA, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the PIA. The Governing Board may, by general resolution, delegate to committees of its own number such powers as it may see fit for specified periods of time.

Section 3. Resignation and Removal. A Governing Board member may resign by submitting his or her resignation in writing to the rector of the Board of Visitors. A Governing Board member may be removed for cause at a meeting of BOV by an affirmative vote of two-thirds of the BOV. Governing members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the BOV regarding such action prior to any vote on such removal.

Section 4. Annual Meeting. An annual meeting of the Governing Board for business as may come before the meeting shall be held at least annually. Written notice shall be given not less than 14 days or more than 30 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the PIA or such other place as shall be specified in the meeting notice. The notice shall comply with the Virginia Freedom of Information Act.

Section 5. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Governing Board shall be held as the Governing Board may determine. Timely public notice of all such regular meetings shall be provided as specified in the Virginia Freedom of Information Act.

Section 6. Special Meetings. Special meetings of the Governing Board for any purpose or purposes may be called at any time or by a petition signed by a majority of the full Governing Board. Such meetings shall be held upon not less than two business days' notice

given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days' notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Virginia Freedom of Information Act.

Section 7. Virginia Freedom of Information Act. All meetings of the Governing Board shall be held in accordance with the VFOIA. Notice of all meetings shall be provided in accordance with the Act.

Section 8. Quorum. A majority of the full number of Governing Board members shall constitute a quorum of the Governing Board for the transaction of business. When a quorum is present, a majority of the Governing Board members present may take any action on behalf of the Governing Board, except to the extent that a larger number is required by law or by these By-laws. Every act of a majority of the Governing Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Governing Board.

Section 9. Vacancies. A vacancy on the Governing may be temporarily filled by a majority vote of the remaining members to elect a person(s) to fill the vacancy(ies) until the next regular meeting of George Mason University Board of Visitors, at which time members so elected must be re-elected as specified in the Bylaws or step down from the Governing Board as soon as his or her successor is duly elected and qualified.

Section 10. Compensation. Governing Board members receive no payment for their services. With George Mason University Board of Visitors approval, Governing Board members may be reimbursed for out-of-pocket expenses incurred on approved Governing Board business in accord with expense reimbursement policies and practices of George Mason University.

Section 11. Meeting Attendance. Governing Board members are expected to attend all Governing Board meetings. It shall be the duty of the Chair of Governing Board to communicate with any member after such member's three unexcused, consecutive absences to ascertain the member's interest in retaining Governing Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Governing Board.

ARTICLE IV Committees

Section 1. Establishment. The Governing Board may appoint such standing committees and/or ad hoc committees as it think necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Governing Board. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. The executive director of the

laboratory school or his/her designee shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Governing Board and be dissolved. Members of ad hoc committees shall be drawn from the faculty of the George Mason University, faculty or administrative staff of the Fairfax County Public Schools or parents and residents of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Governing Board. Ad hoc committees shall be made up of no less than three and no more than 10 members. Governing Board members shall not be eligible to serve on ad hoc committees only as ex-officio non-voting members, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Chair, Vice-Chair and Secretary

Section 1: Chair and Vice-Chair. The Chair of the PIA Governing Board shall be the Dean of the College of Education and Human Development of George Mason University or his/her designee so appointed as a member of the PIA Governing Board. The Chair shall be responsible, along with his/her fellow PIA Governing Board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Governing Board. The President shall have full and equal vote as accorded to all Governing Board members. The President may enter into and execute in the name of the PIA contracts or other instruments that are authorized by the Governing Board. He/she shall have such other powers and duties as may be prescribed by the Governing Board or by these By-laws.

The Vice-Chair shall be elected by the members of the PIA Governing Board from among the appointed members of the PIA Governing Board who are members of the full-time faculty of the George Mason University. The Vice-Chair shall serve as Interim Chair of the PIA Governing Board in the absence of the Chair and shall act in accord with policies governing the rights and responsibilities of the Chair.

Section 2: Secretary. The Secretary shall cause notices of all meetings to be served to all members of the PIA Governing Board and the Secretary and shall keep or cause to be kept the minutes of all meetings of the PIA Governing Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the PIA Governing Board and duly noted in the minutes of the instant meeting. The Secretary shall have such other powers and duties as may be prescribed by the PIA Governing Board or by these By-laws.

ARTICLE VI Amendments to By-laws

Section 1. Amendments. The Governing Board shall have the power to make, amend, or repeal the By-laws of the school, either in whole or in part. The By-laws may be amended at

any regular meeting of the Governing Board or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Governing Board members and to the public as required by the Virginia Freedom of Information Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a majority vote of the full membership of the Governing Board.

ARTICLE VII Dissolution

Section 1. Financial Insolvency of the PIA. If, at any time and for any reason, the PIA becomes insolvent, all assets of the PIA, after satisfaction of all outstanding claims by creditors, will be distributed to the source of such funds in accord with policies of the George Mason University.

Section 2. Voluntary Dissolution. Should the PIA choose to dissolve for reasons other than the financial insolvency, all assets of the PIA, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed equitably to the source of such funds in accord with policies of the George Mason University.

ARTICLE VIII Additional Provisions

Section 1. Indemnification of Officers and Governing Board Members. The George Mason University and Commonwealth of Virginia shall PIA Governing Board members to the full extent permitted by law. A PIA Governing Board member not be personally liable to the PIA for damages for breach of any duty owed to the PIA, its beneficiaries, or its Governing Board, except that nothing contained herein shall relieve a member from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the PIA; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No Governing Board member shall receive any fee, salary, or remuneration of any kind for services rendered to the PIA, except that Governing Board members and officers may be reimbursed for proven expenses incurred in the business of the PIA and in accord with the policies and practices of the George Mason University.

Section 3. Insurance. The George Mason University shall provide for the liability and other forms of insurance considered being necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, any accounts of the PIA shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the Governing Board members present at a regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Virginia statutes governing College Partnership Laboratory Schools and with all applicable state and federal laws..

These By-laws were adopted by the Governing Board at its meeting held on _____ by a
Vote of _____.

Board Secretary

Appendix L: FCPS Teachers Evaluation Standards

Introduction

The Fairfax County Public Schools (FCPS) Teacher Evaluation Program was developed in accordance with the *Guidelines for Uniform Performance Standards and Evaluation* adopted by the Virginia Board of Education in 2011. The FCPS Teacher Evaluation Program supports our district's student achievement goals and our "sentence" that "In Fairfax County Public Schools, all schools will establish Professional Learning Communities that employ best practices to raise the bar for all students and close the achievement gap."

This system provides a balance between structure and flexibility or in PLC terms "tight and loose." The evaluation program is "tight" or prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it is "loose" in that it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback to improve student academic progress and educator effectiveness.

Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Demonstrates a comprehensive understanding of subject content and curriculum standards.
- Demonstrates knowledge of best practices.
- Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.
- Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

Instructional Planning

The teacher plans using the Virginia Standards of Learning (SOL), effective strategies, resources, and data to meet the needs of all students.

- Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.
- Designs instruction that is based on principles of effective instruction by collaborating with colleagues, other professionals, and families.
- Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness

levels.

- Gathers and analyzes student data to develop and continuously adjust long- and short-range learning plans.

Instructional Delivery

The teacher effectively engages students by using a variety of instructional strategies in order to meet individual learning needs.

- Communicates learning goals clearly and checks regularly for student understanding.
- Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- Differentiates instruction to meet the needs of all students.
- Accesses and integrates resources to support student learning.

Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Communicates expectations with clarity.
- Develops in conjunction with students, measurable and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.
- Provides timely and meaningful feedback to students and parents that explains students' progress towards learning expectations and targets.

Learning Environment

The teacher use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Establishes clear expectations for classroom rules and procedures.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Creates and maintains a positive and safe environment to maximize learning and promote students' social development.
- Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs.
- Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Complies with federal and state laws and school and division policies; models professional and ethical standards.
- Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators.
- Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.
- Collaborates with colleagues within and across content areas and grade levels.
- Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.
- Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home.
- Effectively uses standard oral and written English in all communications.

Student Academic Progress

- The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Appendix M: FCPS Policy And Regulations

R 4440.2: Performance Assessments and Evaluations

To establish the requirement and philosophical basis for employee performance

R 4293.6: Dismissal-Definition of Just Cause

To establish that the School Board may dismiss an employee for just cause.

R 4294.4: Procedures for Nonrenewal and Dismissal-Educational Personnel

To establish procedures by which employment of contracted educational personnel may be discontinued by nonrenewal or dismissal.

R 4115.5: Verification of Employment Eligibility

To set forth procedures for compliance with the Immigration Reform and Control Act (IRCA) effective November 1, 1986, (and as amended thereafter) and the current version of Policy 4115.

P 4020.2: Orientations for New Employees

Orientations shall be provided for new employees to help them acquire information necessary for a successful beginning with Fairfax County Public Schools.

R 4101.4: Responsibilities of the Department of Human Resources

To establish the management responsibility and administrative functions of the Department of Human Resources.

R 4111.3: Guidelines for Employment of Teacher Scale Employees

To establish procedures for the recruitment, selection, and appointment of teacher-scale personnel.

R 4152.5: Guidelines for Employment of Unified Scale (US) Employees

To describe regular appointment and promotion procedures for Unified-Scale (US) personnel.

P 4120: Contracts-Teachers, Educational Administrators, Transportation Personnel, Athletic, Coaching or Other Extra Duty Assignments

To establish procedures for issuing contracts to teachers, educational administrators, and individuals serving in an athletic coaching or other extra-duty activity sponsorship.

R 4311.9: Terms and Conditions-Temporary Personnel, Substitute Personnel-Teachers and Instructional Assistants

To establish qualifications and procedures for authorizing, employing, and paying substitute teachers, substitute instructional assistants, and substitute public health training assistants and attendants.

R 4004.5: Field Experience Students, Practicum Students, Student Teachers, and Interns

To outline procedures for the placement of field-experience students, practicum students, student teachers, and interns.

R 4130.2: State Licensure Requirements-Educational Personnel

To delineate licensure requirements for educational personnel.

R 4774.4: Reemployment of Retirees

To define the compensation, retirement, and benefits eligibility for retired school employees who return to active employment with Fairfax County Public Schools (FCPS).

R 4291.4: Procedures for Resignation from Employment

To outline provisions by which an employee may resign.

R 4250.7: Destaff-Teachers, Educational Administrators, and Instructional Assistants

To establish the procedure for destaff when a principal or program manager determines that a particular work location has an excess number of educational administrators, teachers, or instructional assistants.

R 4253.5: Destaff-Unified Scale Support Employees

To establish procedures for identifying and transferring employees when the assistant superintendent, Department of Human Resources, determines there is an excess number of employees to fill support positions at a work location.

R 4284.5: Reduction in Force, Layoff, and Recall-US Scale Support Employees

To establish procedures for reduction in force (RIF), layoff, and recall of support employees when there is an excess of these employees in the school system. Such actions result from the abolishment of, or change of, positions because of lack of funds, insufficient student enrollment, deletion of a program or project, or organizational restructuring.

R 4285.5: Reduction in Force, Layoff, and Recall-Teachers, Educational Administrators, Instructional Assistants

To establish procedures for reduction in force (RIF), layoff, and recall of support employees when there is an excess of these employees in the school system. Such actions result from the abolishment of, or change of, positions because of lack of funds, insufficient student enrollment, deletion of a program or project, or organizational restructuring.

Appendix N: George Mason University Employment Regulations

George Mason University Faculty Handbook

The Mason Faculty Handbook defines and describes the conditions of full-time instructional, research, and clinical faculty employment; the structures and processes through which the faculty participates in institutional decision-making and governance; and the academic policies of the University as established by its Board of Visitors.

The provisions of the Faculty Handbook are incorporated by reference in all full-time instructional, research, and clinical faculty employment contracts. These provisions are binding on the University and on individual faculty members. The Faculty Handbook governs the employment relationship of individual faculty members, and sets forth the rights, privileges, and responsibilities of faculty members and of the University. Faculty and academic administrators are expected to read the Faculty Handbook and to be familiar with its contents.

CHAPTER II. FACULTY PERSONNEL MATTERS

2.1 Faculty Appointments.....	16
2.1.1 Tenured Appointment	16
2.1.2 Tenure-Track Appointment	16
2.1.3 Other Types of Full-Time Fixed-Term Appointments	17
2.1.7 Affiliate Faculty.....	18
2.1.8 Academic Year Appointments and Fiscal Year Appointments	18
2.1.9 Faculty with Governance Responsibilities.....	19
2.2 Faculty Ranks.....	19
2.2.1 Instructor	19
2.2.2 Assistant Professor.....	19
2.2.3 Associate Professor.....	19
2.2.4 Professor	20
2.2.5 University Professor.....	20

Appendix O: Memorandum Of Understanding

MEMORANDUM OF UNDERSTANDING
Between
GEORGE MASON UNIVERSITY (Mason)
and
Fairfax County (VA) Public Schools (FCPS)

THIS MEMORANDUM OF UNDERSTANDING (“MOU”), dated this 30th day of September, 2012 (the “Effective Date”), is made by and between The Rector and Visitors of George Mason University (Mason) and the Fairfax County School Board which operates the Fairfax County Public Schools (FCPS).

WHEREAS, Mason is an institution of higher education and state governmental agency established pursuant to Virginia Code § 23-91.24, *et seq.*;

WHEREAS, FCPS is a public school division accredited by the Virginia Board of Education to provide tuition free elementary and secondary education to residents of Fairfax County Virginia pursuant to Virginian Code § 22.1-3; and

WHEREAS, FCPS provides expertise and consultative services (curricular and administrative) as well as management and operations services and wishes to assist Mason’s College of Education and Human Development (CEHD) in the development of a Virginia University Partnership Laboratory School approved by the Virginia Department of Education (VDOE); and

WHEREAS, the parties wish to set forth the terms and conditions of an ongoing mutually beneficial association whereby the parties will collaboratively develop, operate, and evaluate a Virginia University Partnership Laboratory School (the School);

NOW, THEREFORE, IN CONSIDERATION of the mutual promises and benefits hereunder and other good and valuable consideration, the parties mutually agree to all of the following:

1. PURPOSE

The purpose of this MOU is to guide and direct the parties regarding their efforts and their working relationship to develop, operate, and evaluate the School. Mason will serve as the fiscal agent and work in collaboration with FCPS in the development and operation of the School in the areas of curriculum design, development and implementation; school administration and operational management of facilities, transportation, human resources, financial budgeting, and other domains;

2.0 TERM

2.1 This MOU shall begin on the later of the Effective Date, or the date that the Virginia Board of Education has approved the creation of the School. Following approval of the School by the Board of Education, the parties will develop and execute a more detailed school services agreement to supersede this MOU, which will address additional

and specific programmatic, managerial and fiscal roles and responsibilities. This MOU may be terminated without cause by either party upon providing written notice to the other party no less than six (6) months prior to termination.

3.0 RESPONSIBILITIES OF THE PARTIES

3.1 Scope of Assignment – Mason/CEHD

- a. In accordance with VaDOE policy, Mason shall serve as the fiscal agent for the School and will subcontract with FCPS for the provision of selected educational and operational services, and shall be subject to all applicable federal and state laws and regulations and constitutional provisions with a commitment from FCPS as described below to provide financial, technical, in-kind and/ or other means of support.
- b. Mason shall coordinate and oversee the program evaluation of the School in cooperation with the FCPS's Office of Program Evaluation.
- c. Mason shall provide research oversight including Human Subjects Review for any and all research activities and will not preclude proposals also needing to be reviewed and approved by FCPS' IRB.
- d. CEHD shall adhere to FCPS recruitment and Human Resources policies in the appointment of administrators and teachers working at the School and will ensure that all Mason faculty teaching P-12 aged students will hold or be eligible to hold a Virginia teaching license.
- e. CEHD, in collaboration with the FCPS, annually shall assess the performance of the Executive Director, classroom teachers, and other staff in a manner consistent with the human resources policies and performance appraisal systems of the FCPS and for CEHD faculty in a manner consistent with Mason's human resources policies and performance appraisal systems.

3.2 Scope of Assignment – FCPS

- a. FCPS will provide financial, technical, in-kind and/ or other means of support.
- b. FCPS will cooperate with CEHD to identify personnel to implement and evaluate the educational program in order to meet the required Virginia Standards of Quality, the Virginia Standards of Learning (SOL) and the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia.
- c. FCPS will adhere to FCPS recruitment and Human Resources policies in the appointment of any FCPS faculty working at the School and will ensure that all FCPS faculty teaching P-12 aged students comply with applicable Virginia teaching licensure requirements.

- d. FCPS will be subcontracted to manage the daily financial operations, including financial controls and audit requirements in accordance with generally accepted accounting principles.
- e. All of FCPS' financial obligations under this MOU are subject to the adequacy of appropriations by the Fairfax County Board of Supervisors to satisfy payment of such obligation. In the event funds are not appropriated at the beginning of any fiscal year for the purpose of this MOU, then this MOU shall terminate on the last day of the fiscal year for which appropriations were received, and FCPS will furnish prompt written notice of such non-appropriation to Mason.

4.0 MUTUAL OBLIGATIONS

4.1 No party shall disclose or use any information of a private, confidential, or proprietary nature or any other trade secret without prior written authorization, except where disclosure is required by law.

4.2 Both parties to this MOU agree to not discriminate on any basis prohibited by Mason's nondiscrimination policy, <http://universitypolicy.Mason.edu/1201gen.html>

4.3 Both parties will use reasonable efforts to seek additional external funding as such opportunities become available at the local, regional and national levels.

4.4 Both parties will co-create marketing and public communications to promote and inform stakeholders and the public at large about the activities of the School within the region and beyond.

4.5 All Mason and FCPS faculty working at the School shall adhere to FCPS policies regarding students, including the FCPS code of student conduct, including the mentoring and disciplining of students at the School.

4.6 Mason and FCPS will collaborate in seeking an alternative facility for the School if enrollment expands beyond the capacity of the facility initially housing the school.

5.0 GENERAL

5.1 Any notice required by this MOU shall be in writing and shall be deemed given when sent, postage prepaid, through the United States Postal Service by certified mail, return receipt, to the following addresses, or when personally delivered to the appropriate party:

Notice Address for Mason:

Dean College of Education/Human Development
 George Mason University
 4400 University Drive
 MSN 2F1
 Fairfax, VA 22030

Notice Address for FCPS

Division Superintendent
 Fairfax County Public Schools
 8115 Gatehouse Road
 Suite 5000
 Falls Church, VA 22042-1203

5.2 This MOU shall be construed, governed and interpreted pursuant to the laws of the Commonwealth of Virginia. All disputes arising under this contract, which are not otherwise resolved by the parties, shall be brought before a proper state or federal court in the Commonwealth of Virginia.

5.3 Should any portion of this MOU be declared invalid or unenforceable for any reason, such portion is deemed severable from the MOU and the remainder of this MOU shall remain fully valid and enforceable.

5.4 This MOU constitutes the entire understanding of the parties regarding its subject matter and supersedes all prior oral or written agreements regarding the subject matter herein.

5.5 The failure of a party to enforce any provision of this MOU shall not be deemed to be a waiver of such right.

5.6 No party shall assign or otherwise transfer its rights or delegate its obligations under this MOU without the prior written consent of the other party. Any attempted assignment, transfer of delegation without such consent shall be void.

5.7 Nothing herein shall be deemed as a waiver of the sovereign immunity of the Commonwealth of Virginia, Mason, or of FCPS.

5.8 The relationship of the parties to each other is solely that of independent contractors. No party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein, nor shall anything contained in this MOU be construed to create any partnership or joint venture between the parties.

IN WITNESS WHEREOF, the parties hereto have caused their duly authorized officers to affix their signatures and seals.

**THE RECTOR AND VISITORS OF
GEORGE MASON UNIVERSITY**

FAIRFAX COUNTY SCHOOL BOARD

BY: _____
Name: Mark R. Ginsberg
Title: Dean, College of Educ and Human Dev.
Date: _____

BY: _____
Name: Jack D. Dale
Title: Superintendent of Fairfax County Public Schools
Date: _____

BY: _____
Name: Peter Stearns
Title: Provost
Date: _____

Appendix P: Milestones and Deadlines

PHASE I: September–December 2012 MILESTONES

- Lab School Application submitted to Virginia Department of Education
- Interim Report to Governor’s Office that summarizes progress to date (Planning Grant)
- Detailed MOU that clearly defines roles/responsibilities of Mason and FCPS
- Services Agreements identified and completed by Mason and FCPS
- Curriculum development plan for the 2013-2014 school year
 - Student Assessment and evaluation plan
 - Course descriptions developed
- Professional Development focus identified for 2013-2014
- Communication with community promoting support for the lab school concept
 - Community business leaders
 - Mason faculty and students
 - Mason TV
 - Announcement for Internship opportunities to secondary education students
 - FCPS staff and community
 - Parent meetings
 - Red Apple 21 cable programming
 - Lab School Website
- Recruitment plan for all Lab School positions
 - FCPS Staff
 - Mason Faculty
- Recruitment plan for Lab School students
- Source list of opportunities/proposals for additional funding
- School visits completed
- School evaluation plan
- Research plan conceptualized and staffed
- Flexible school schedule models developed
- PBL consultants hired
- By-Laws developed
- Policy Manual developed

- Advisory Board members identified
- Plan for facility use, shared resources and infrastructure

PHASE 2: January–March 2013 MILESTONES

- Enacting all aspects of MOU
- Advertising and hiring of Executive Director and Mason Liaison
- Finalize School calendar
- Curriculum finalized
- Professional Development scheduled
- Student recruitment activities and screening of applications
- Develop parent/student packet for accepted students
- Submit proposals for external funding
- Hire school staff
- Pre-Opening team building event with new staff
- Identify individual, team and school goals to be documented in portfolios
- Plan schedule for action research
- Develop profile of optimal teacher intern candidate
- Conduct interviews with teacher intern candidates and make recommendations for selection
- Develop draft plan for using shared resources at Lake Braddock (electives, equipment, lunch, etc.)
- Begin series of ongoing webinars with hired teachers to discuss Lab School philosophy, mission, and goals as well as discuss how to fine tune the development of a self-directed learning culture
- Identify flexible scheduling models to be considered
- Develop a list of recommended professional development materials for teachers to review before August (webinars, books, videos) that focus on Problem-Based Learning, Project-Based Learning, Habits of Mind, mindset, student self-efficacy

PHASE 3: April–June 2013 MILESTONES

- CLTs: development of the teams, infusion of teacher candidates
- Student notified of acceptance
- Parent/student packet sent to accepted students
- Plan for Adaptive Schools and Cognitive Coaching training

- Students submit course selections
- Master schedule development
- Parent/student meeting
- Finalized plan for facility use
- Materials for courses ordered (books, web subscriptions, course specific materials)
- Submit proposals for external funding

PHASE 4: July–September 2013 MILESTONES

- Master Schedule Finalized
- Teacher Retreat that will focus on: creating a culture of trust and learning, developing self-directed learners, PBL models, pedagogy that supports the 21st Century Learner
- Final Master Schedule for 13-14
- Orientation for Teacher Candidates
- Orientation for Field Experiences candidates
- Orientation/Open House for students
- Curriculum Scope and Sequence/pacing guide and added to eCART
- Assessment resources developed and added to eCART
- Back to School Night presentations

Appendix Q: Proposed Mason Staffing And Activities

Personnel	Base Rate	Year 1 (2013-14)	Year 2 (2014-15)	Year 3 (2015-16)	Year 4 (2016-17)	Year 5 (2017-18)
		(Salary + Benefits)	(Salary + Benefits)	(Salary + Benefits)	(Salary + Benefits)	(Salary + Benefits)
Course Instructor TBD	Instructional Faculty/ FTE .33	\$30,786	\$31,710	\$32,661	\$33,641	\$34,650
Course Instructor (TBD)	Instructional Faculty/ FTE .33	\$28,445	\$29,299	\$30,177	\$31,083	\$32,015
Course Instructor (TBD)	Instructional Faculty/ FTE .33	\$29,318	\$30,198	\$31,104	\$32,037	\$32,998
Course Instructor (TBD) Field Experiences Coordination	Term Faculty/ FTE .33	\$28,025	\$28,866	\$29,732	\$30,623	\$31,542
University Supervisor(s)	12 interns; 2 per classroom teacher	\$12,900	\$13,287	\$13,686	\$14,096	\$14,519
LAB School Liaison (TBD)	Professional Faculty/ variable FTE	\$10,921	\$11,249	\$0	\$0	\$0
Direct Expenditures (copying, mailing, technology, research & instructional materials, etc.)	Total for all non- personnel categories combined	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Externally Funded Projects						
		Average award amount for CEHD grants				
Project #1 (personnel and direct expenditures)	Total for all research dollars awarded	\$258,846	\$266,612	\$274,610	\$282,848	\$291,334
Project #2 (personnel and direct expenditures)	Total for all research dollars awarded	\$258,846	\$266,612	\$274,610	\$282,848	\$291,334

Appendix R: Mason's University Policies

University Policy Number 1117

Subject: Responding to Virginia Freedom of Information Act (FOIA) requests for records.

Responsible Parties: All Heads of Departments, Schools and Activities.

Procedures: See Below

Related University Policies:

- Rights and Responsibilities under FOIA
- Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)
- Records Management

I. SCOPE

This policy applies to all George Mason University faculty and staff, all departments, schools and activities, and student organizations supported wholly or principally by public funds. The Office of University Counsel must be contacted immediately when records are sought pursuant to a court order or subpoena.

II. POLICY STATEMENT

As an agency of the Commonwealth, George Mason University is subject to the requirements of the Virginia Freedom of Information Act (FOIA). All officers and employees of the University will fully comply with the law, recognizing that exclusions from disclosure under FOIA are to be narrowly construed.

The General Assembly has ensured ready access to public records and open government by enacting FOIA. In making the activities of their government available, they have carried forth George Mason's charge in the Declaration of Rights that the good people of Virginia be "effectually secured against the danger of maladministration."

III. DEFINITIONS

Public Records means all writings and recordings that consist of letters, words or numbers, or their equivalent, set down by handwriting, typewriting, printing, photostating, photography, magnetic impulse, optical or magneto-optical form, mechanical or electronic recording or other form of data compilation, however stored, and regardless of physical form or characteristics, prepared or owned by, or in the possession of a public body or its officers, employees or agents in the transaction of public business. Code of Virginia §2.2-3701.

Scholastic records means those records containing information directly related to a student and maintained by a public body that is an educational agency or institution or by a person acting for such agency or institution. Code of Virginia §2.2-3701.

Public body as used in the Code of Virginia under FOIA means George Mason University.

IV. PROCEDURES

Upon receipt of a FOIA request:

The department, school or activity receiving the request should note the date and time which it was received. Unless the department has delegated authority, the request must be transmitted immediately to the FOIA Compliance Officer.

Routine Exclusions to FOIA Requests:

- 1) Scholastic records containing information concerning identifiable individuals, except that access will not be denied to the person who is the subject thereof. Code of Virginia §2.2-3705.4 (1).
- 2) Confidential letters and statements of recommendation respecting admissions, application for employment, or receipt of an honor or honorary recognition. Code of Virginia §2.2-3705.4 (2).
- 3) Data, records or information of a propriety nature produced or collected by or for faculty or staff of George Mason University (other than the University's financial or administrative records) in the conduct of or as a result of study or research on medical, scientific, technical or scholarly issues, where such data, records, or information has not been publicly released, published, copyrighted or patented. Code of Virginia §2.2-3705.4 (3).
- 4) Personnel records containing information concerning identifiable individuals, except that access will not be denied to the person who is the subject thereof. Code of Virginia §2.2-3705.1 (1).
- 5) Any test or examination evaluating (i) a student's performance (ii) an applicant or employee's qualification for employment, retention or promotion or (iii) qualification for a license or certificate. Code of Virginia §2.2-3705.1 (4).
- 6) Vendor proprietary information software. Code of Virginia §2.2-3705.1 (6).
- 7) Computer software developed for George Mason University. Code of Virginia §2.2-3705.1 (7).
- 8) Records relating to the negotiation and award of a specific contract where competition or bargaining is involved and where the release would adversely affect the bargaining position or negotiating strategy of George Mason University. This exclusion is only applicable until decision to award the contract is made. Code of Virginia §2.2-3705.1 (12).
- 9) Working papers and correspondence of the President of George Mason University. Code of Virginia §2.2-3705.7 (2).
- 10) Certain law enforcement records in the custody of the George Mason University Police Department. Code of Virginia §2.2-3705.7 (2).

11) Record requests from outside the Commonwealth unless made by the representative of a qualifying media organization. Code of Virginia §2.2-3704.A.

V. RESPONSIBILITIES

FOIA Compliance Officer: The FOIA Compliance Officer will respond to FOIA requests on behalf of George Mason University for all departments, schools and activities without delegated authority. The FOIA Compliance Officer also serves as the person designated to assist individuals making requests for records. Code of Virginia §2.2-3704.1.A.2

The FOIA Compliance Officer is:
Philip Hunt
Phunt1@gmu.edu
703-993-7081

Delegated Authority: The Chief of Staff may delegate certain departments, schools and activities the authority to respond directly to FOIA requests under such conditions as may be established.

Responsible Parties: All heads of departments, schools and activities in possession of or having access to requested records are responsible for assisting the FOIA Compliance Officer in making a timely and thorough response.

George Mason University employees, in their individual capacity, can be held civilly liable for knowing and willful violations of FOIA. First violations carry a civil penalty of not less than \$250 nor more than \$1,000. Second or subsequent violations carry a civil penalty of not less than \$1,000 nor more than \$2,500. Code of Virginia §2.2-3714.

VI. EFFECTIVE DATE AND APPROVAL

This policy is effective October 1, 2011. This policy will be reviewed and revised in accord with any changes made by the General Assembly to the Freedom of Information Act.

Approved:

Maurice W. Scherrens
Senior Vice President

Peter N. Stearns
Provost

Date approved: September 11, 2006
Revised: September 30, 2011

Appendix S Affiliate Agreement

AFFILIATION AGREEMENT

By and between

GEORGE MASON UNIVERSITY and

FAIRFAX COUNTY PUBLIC SCHOOLS, INC.

THIS AFFILIATION AGREEMENT (“Agreement”), dated this 18 day of January, 2013, (the “Effective Date”), is made by and between George Mason University (the “University” or “Mason”), a Virginia institution of higher education and state agency, and Fairfax County Public Schools (“FCPS”), a division of the County of Fairfax, Virginia (together, the “Parties”).

WHEREAS, FCPS is a public school division accredited by the Virginia Board of Education to provide tuition free elementary and secondary education to residents of Fairfax County Virginia pursuant to § 22.1-3 of the Code of Virginia, with offices located at 8115 Gatehouse Road, Falls Church, Virginia; and

WHEREAS, Mason is a state institution of higher education, engaged in teaching and research, with offices located at 4400 University Drive, Fairfax, Virginia; and

WHEREAS, FCPS wishes to collaborate with and support Mason’s College of Education and Human Development (“CEHD”) in the development and operation of the Patriot Innovation Academy (“PIA”), a proposed Virginia College Partnership Laboratory School approved by the Virginia Department of Education (VDOE) pursuant to §23-299.2 of the Code of Virginia;

NOW, THEREFORE, IN CONSIDERATION of the mutual promises and benefits hereunder and other good and valuable consideration, the Parties mutually agree to all of the following:

1. Term and Termination. This Agreement shall be for a period of five (5) years from the Effective Date and may be renewed by mutual consent. Either party has the right to terminate this Agreement without cause upon 90 days’ prior written notice to the other party, but no such termination shall be effective until the conclusion of the academic year in which such notice is provided.
2. Duties of FCPS. FCPS shall under a contract to be developed between Mason and the FCPS:
 - a. Provide financial support as provided in an approved annual budget.

- b. Provide operational and facility support, personnel who are selected by Mason and support the PIA and personnel management, technical support, in-kind services, and other means of support for the operation of the PIA.
 - c. Ensure that all FCPS personnel appointed by Mason as PIA teachers comply with applicable Virginia teaching licensure requirements.
 - d. Manage the daily financial operations of the PIA, including financial controls and audit requirements, in accordance with generally accepted accounting principles.
3. Duties of Mason. Mason shall under a contract to be developed between Mason and the FCPS:
- a. Develop and implement, in collaboration with the FCPS, the educational program of the PIA, and meet the required Virginia Standards of Quality, the Virginia Standards of Learning, and the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia.
 - b. Comply with all applicable federal and state laws and regulations and constitutional provisions, in the operation of the PIA.
 - c. In accordance with Virginia Department of Education policies and regulations, serve as the fiscal agent for the PIA.
 - d. Provide the governance of the PIA via the PIA Governing Board that will be appointed by the Board of Visitors of George Mason University.
 - e. Oversee the operational policies of the PIA.
 - f. Coordinate and oversee the instructional program and associated evaluation of the PIA in collaboration with the FCPS Office of Program Evaluation.
 - g. Provide research oversight including Human Subjects Review for any and all research activities and will not preclude proposals also needing to be reviewed and approved by FCPS' IRB.
 - h. Oversee the performance assessment of the PIA Director, a full-time employee of Mason, and all CEHD full-time and part-time personnel, including Mason instructional, professional and research faculty supporting the PIA, in accordance with Mason's human resources policies and performance appraisal systems.
 - i. Oversee the performance assessment of PIA teachers and other instructional and administrative PIA staff, to be selected by the PIA Director, in accordance with FCPS personnel policies and practices.

4. General.

- a. Appropriations. FCPS's financial obligations under this MOU are subject to the adequacy of appropriations by the Fairfax County Board of Supervisors to satisfy payment of such obligation. In the event funds are not appropriated at the beginning of any fiscal year for the purpose of this MOU, then this MOU shall terminate on the last day of the fiscal year for which appropriations were received, and FCPS will furnish prompt written notice of such non-appropriation to Mason.
- b. Notice. Any notice required by this Agreement shall be in writing and shall be deemed given when sent, postage prepaid, through the United States Postal Service by certified mail, return receipt, or when sent by nationally recognized overnight delivery service, or personally served upon the appropriate party.
- c. Applicable Law; Venue. This Agreement shall be construed, governed and interpreted by and in accordance with the laws of the Commonwealth of Virginia. Any litigation with respect to this Agreement shall be brought before a court of competent jurisdiction in the Commonwealth of Virginia. FCPS agrees that it shall at all times comply with all applicable federal and state laws and regulations. Applicable regulations may include but are not limited to information technology security policies published by the Virginia Information Technology Agency, including:
Information Technology Security Policy (SEC500-02)
Information Technology Security Standard (SEC501-01)
Information Technology Security Audit Standard (SEC502-00).
- d. Entire Agreement. This Agreement constitutes the entire understanding of the Parties with respect to the subject matter herein and supersedes all prior oral or written agreements with respect to the subject matter herein. This Agreement can be modified or amended only by a writing signed by all of the Parties.
- e. Severability. Should any portion of this Agreement be declared invalid or unenforceable for any reason, such portion is deemed severable from the Agreement and the remainder of this Agreement shall remain fully valid and enforceable.
- f. Waiver. The failure of a party to enforce any provision in this Agreement shall not be deemed a waiver of such right.
- g. Assignment. Neither party shall assign or otherwise transfer its rights or delegate its obligations under this Agreement without the prior written consent of the other party. Any attempted assignment, transfer or delegation without such consent shall be void. All of the terms and provisions of this Agreement shall be binding upon and inure to the benefit of the Parties hereto and their successors and assigns.

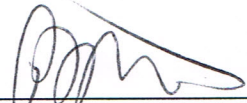
- h. Independent Contractors. The relationship of the Parties to each other is solely that of independent contractors. No party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein, nor shall anything contained in this Agreement be construed to create any partnership or joint venture between the Parties. the University does not sponsor, endorse, or make any express or implied warranties for FCPS.
- i. Publicity. Except as specifically provided for herein, FCPS shall not use, in its external advertising, marketing programs, or promotional efforts, any data, name, insignia, trademarks, pictures or other representation of the University or its employees except on the specific written authorization in advance by the University. All requests for authorization must be received in writing by the University no later than ten (10) days in advance of the use date.
- j. Use of Trademarks. FCPS shall not use the name or any trademark of the University without prior written permission of the University, no less than 10 days in advance of such use.
- k. Image. FCPS shall not take any action or inaction which may be detrimental to the image or reputation of the University.
- l. Nondiscrimination. Both parties to this Agreement agree to not discriminate on any basis prohibited by Mason's non-discrimination policy.
- m. Force Majeure. Neither party shall be responsible for any delay or failure in performance resulting from any cause beyond its control, including, without limitation, war, terrorism, strikes, civil disturbances, and acts of God.
- n. Sovereign Immunity. Nothing in this Agreement shall be deemed a waiver of the sovereign immunity of the Commonwealth of Virginia.
- o. Authorized Signatures. The signatory for each party certifies that he or she is an authorized agent to sign on behalf such party.
- p. Conflicts of Interest. No employee of the University may receive compensation from FCPS unless authorized by the University in writing.
- q. Third-Party Beneficiaries. No third party is entitled to rely on any of the representations, warranties and agreements of the Parties contained in this Agreement. No party assumes any liability to any third party because of any reliance on the representations, warranties and agreements of the Parties contained in this Agreement.

- r. Remedies. If FCPS breaches this Agreement, in addition to any other rights or remedies, the University may terminate this Agreement without prior notice.

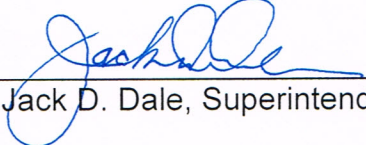
WITNESS the following signatures of the Parties:

GEORGE MASON UNIVERSITY:

Date: 1-18-13 
Mark R. Ginsberg, Dean, CEHD

Date: 1-18-13 
Peter Stearns, Provost, GMU

FCPS

Date: 1-18-13 
Jack D. Dale, Superintendent, FCPS