George Mason University   **College of Education and Human Development**
Graduate School of Education   **Secondary Teacher Education Program**

EDUC 422: Foundations of Secondary Education
Wednesday, 7:20-10:00 P.M., Robinson A106
Jan 24, 2011 - May 18, 2011

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I.   **Course Description**
Education 422 offers an analysis of the philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasis is on applications to all disciplines taught in secondary schools and to all learning styles. Current educational trends/issues are examined in relation to the sociology of secondary school settings.

II.   **Relationship to Program Goals and Professional Organizations**
EDUC 422 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC):

2.   The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.

3.   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4.   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6.   The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

9.   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

III.   **Student Outcomes**
Upon completing this course, students will:
• understand the varied, competing, and changing purposes of American public education,
• have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues,
• understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability, and
• be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.

IV. Readings and Resources

Required
• Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.
• Urban, W. J., & Wagoner, Jr., J. L. (2009). *American education: A history, 4th ed.* New York: Routledge.
• Instructional Theories Knowledge Base (ITKB):
http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm
• 2008 Digest of Educational Statistics, Chapter 2:
http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009020

Recommended
• Darling-Hammond. L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
• Elmore, R. F. (2008). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
• Hirsch, E. D. (1996). *The schools we need: And why we don't have them*. New York: Random House.
• Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "Tougher Standards"*. New York: Houghton Mifflin.
• Ravitch, D. (2000). *Left back: A century of battles over school reform*. New York: Simon and Schuster.
• Reese, W. J. (1995). *The origins of the American high school.* New Haven, CT: Yale University Press.
• Reese, W. J. (2005). *America's public schools: From the common school to "No Child Left Behind"*. Baltimore, MD: Johns Hopkins University Press.
• Rethinking Schools. (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools.
• Rotberg, I. C. (Ed.) (2004). *Balancing change and tradition in global education reform*. New York: Rowman and Littlefield.

It is highly recommended that you join your subject area's professional organization (e.g., NSTA, NCTM, NCSS, NCTE, ACTFL).

V. Course Assignments and Grading

All assignments must be written in Times New Roman 12 point or equivalent font, double-spaced, and follow APA (5th edition) formatting guidelines. Unless otherwise noted, assignments can be electronically submitted and are due by class time on the date indicated. Assignments turned in late without prior approval will receive a full letter grade reduction.

A.   Philosophy of Teaching
     In 3-5 pages, describe your personal beliefs about teaching. The following
     questions will help guide you: (1) What learning theory do you most strongly
     identify with and why? (2) What are your objectives as a teacher? (3) What is
     the role of the teacher with respect to motivation, instruction, assessment, and
     challenge/support? (4) What should teachers do to accommodate diverse
     learners? (5) What methods will you use to work toward your objectives? (6)
     How you intend to measure your effectiveness at reaching your objectives?

B.   Curriculum Presentation
     In subject area groups, identify and present to the class current curricular issues in
     your field (i.e., what is taught or how it is taught). The approximately 30-minute
     presentation should include a description of the issue and relevant research
     findings. Each group will prepare a one-page bibliography (minimum of 5
     sources) to be posted on BlackBoard.

C.   Field Experience Report
     The purpose of the field experience is to provide you with the opportunity to (1)
     connect the goals of the course to classroom/school practice, (2) gain exposure to
     a variety of classroom/school communities, and (3) promote critical, self-
     reflection about the practice of teaching and the culture of schools. During your
     15-hour field experience, you are required to keep detailed field notes of relevant
     data collected and a log sheet indicating dates, times, subject area, grade levels,
     and teachers' or principals' signatures. At the end of your field experience, you
     will prepare a Field Experience Report (approximately 5 pages) in which you
     discuss how curricula, instructional methods, and school culture either helped or
     hindered student success in the setting(s) you observed.

D.   The Perfect Future School
     In 2040, you are a member of the "National Committee of Perfect Schools." The
     purpose of this group is to identify the characteristics of public secondary schools
     that successfully educate all students. For this assignment (5-10 pages), you will
     write the committee's "executive summary." Be sure to include your definition of
     "successfully educate all students" and address all aspects of the school
     community, including administrators, teachers, students, and parents.

E.   Class Participation
     The success of this course depends upon all students being prepared for class and
     contributing to discussions and activities. Additionally, there will be a few mini-
     assignments throughout the course.

Assignments will be graded according to the rubrics provided later in this syllabus.
Course grades will be based on the following scale:

45-49 points	A+
40-44 points	A

35-39 points	A-
30-34 points	B+
25-29 points	B
20-24 points	B-
15-19 points	C
10-14 points	D
Less than 10 points	F

VI.   College of Education and Human Development Statements

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

VII. Class Schedule

Day	Topic/Activity	Readings/Assignments Due
Jan 26	• Introduction to course • BlackBoard (BB) • Learning Styles • Teaching Styles	• Exchange contact information with subject area group members
Feb 2	• Learning Theories: Behavorism, Cognitivism, and Constructivism • Learning Objectives	• ITKB
Feb 9	• American Education: 1865-1890 and 19th Century Southern Education	• Urban & Wagoner, 5-6
Feb 16	• American Education: 1890-1929	• Urban & Wagoner, 7-8
Feb 23	• American Education: 1930-1960	• Urban & Wagoner, 9-10
Mar 2	• American Education: 1960-present	• Urban & Wagoner, 11-12 and epilogue
Mar 9	• What do America's schools look like?	• **Philosophy of Teaching paper due** • 2008 Digest of Education Statistics, Chapter 2
Mar 16	**SPRING BREAK**	
Mar 23	• Education Policy and Reform	• Tyack & Cuban, prologue and chapter 1
Mar 30	• Education Policy and Reform, cont.	• Tyack & Cuban, chapters 2-3
Apr 6	• Education Policy and Reform, cont.	• Tyack & Cuban, chapter 4-5 & epilogue
Apr 13	• Guest Speaker: Mark Roadarmel • prepare for curriculum presentations	
Apr 20	• **Curriculum Presentations**	
Apr 27	• Graduate Student Presentations	• **Field Experience Report due**
May 4	• What does the future hold? • Course summary and evaluation	• **Perfect Future School paper due by May 8**

VIII. Rubrics

A.   <u>Philosophy of Teaching</u>

	Target (2)	Acceptable (1)	Unacceptable (0)
Relevant Aspects	Includes all of the relevant aspects of a philosophy of teaching	Includes most of the relevant aspects of a philosophy of teaching	Includes only a few or none of the relevant aspects of a philosophy of teaching
Evidence of Reflection	Evidence of deep personal thought and genuine expression; ideas are original and well developed, reflecting intense analysis of theories	Some evidence of deep personal thought; ideas appear to be a genuine expression of the author's thinking and reflect some critical thought	Lacks evidence of personal thought; ideas borrow heavily from readings and discussion with some or little evidence that they have been internalized by the author
Distinct Voice	Expresses a strong, coherent set of values that permeate the author's views of teaching; all ideas work together to support the stated values	Expresses a coherent set of values that permeate the author's views of teaching; many ideas support the stated values, but others are in contradiction or may not seem to flow from values	Stated values are not strong enough to support ideas; values are implied in ideas and examples, but there is no evidence that these values form the ideas
Examples	Specific, concrete examples to explain and illustrate the author's philosophy; relevant examples are provided to support all of the main ideas	Specific examples to explain and illustrate the author's philosophy; relevant examples support some of the main ideas	Few examples that are given do not well support the philosophy; or examples are not given and the paper relies on generalities
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

B.   <u>Curriculum Presentation</u>

	Target (2)	Acceptable (1)	Unacceptable (0)
Time		~30 minutes	significantly </> 30 minutes
Curricular issue(s)	Detailed overview of the major current curricular issue(s) in the field	General overview of the major current curricular issue(s) in the field	Cursory overview of the major current curricular issue(s) in the field
Research findings	Relevant research from both sides presented; findings clear to understand	Relevant research presented; findings clear to understand	No/irrelevant research presented; research findings difficult to understand

Handout	complete bibliography	incomplete bibliography	no bibliography
Presentation style	Well-organized; smooth transitions; all members participate	Generally well-organized; transitions somewhat rough; all members participate	Poorly organized; transitions very rough; not all group members participate

C. <u>Field Experience Report</u>

	Target (2)	**Acceptable (1)**	**Unacceptable (0)**
Length		15 hours	<15 hours
Log sheet		Complete	Incomplete
Discussion of curricula	Detailed overview of the topics/standards covered and resources utilized by the teacher	General overview of the topics/standards covered and resources utilized by the teacher	Cursory overview of the topics/standards covered and resources utilized by the teacher
Discussion of instructional methods	Detailed overview of the instructional methods utilized by the teacher and all related to an instructional theory	General overview of the instructional methods utilized by the teacher and most related to an instructional theory	Cursory overview of the instructional methods utilized by the teacher and few or none related to an instructional theory
Discussion of school culture	Detailed overview of school demographics and atmosphere	General overview of school demographics and atmosphere	Cursory overview of school demographics and atmosphere
Discussion of student success	Detailed overview of improvement in students' knowledge, behavior, and attitude	General overview of improvement in students' knowledge, behavior, and attitude	Cursory overview of improvement in students' knowledge, behavior, and attitude
Organization and mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

D. <u>Perfect Future School Report</u>

	Target (2)	**Acceptable (1)**	**Unacceptable (0)**
"Successfully educate all students"		Completely and clearly defined	Not defined; or definition is incoherent
Aspects of school community		All addressed	Not all addressed
Idea development	Ideals are well developed and thoroughly address the purpose of the	Ideals are moderately developed and address the purpose of the assignment	Ideals are incompletely developed, incoherent, or do not address the purpose of the

	assignment		assignment
Synthesis of course content	Highly creative and complete synthesis of course content into a coherent vision of a "perfect" school	Somewhat creative and complete synthesis of course content into a coherent vision of a "perfect" school	Marginally creative and incomplete synthesis of course content into a coherent vision of a "perfect" school
Examples	Specific, concrete examples to explain and illustrate; relevant examples are provided to support all of the main ideas	Specific examples to explain and illustrate; relevant examples support some of the main ideas	Examples that are given do not support the author's ideas; or examples are not given
Organization and Mechanics	Clear and concise, well-organized and easy for reader to follow; no grammatical errors	Clear and generally well-organized, but there are a few areas that need work; few grammatical errors	Unclear and/or rambling, poorly organized, difficult to read and understand; many grammatical errors

E. <u>Class Participation</u>

	Target (2)	Acceptable (1)	Unacceptable (0)
Attendance	Student never misses a class and is rarely late	Student misses 1 class OR is tardy a few times	Student misses more than 1 class AND/OR is regularly tardy
Level of Engagement	Student proactively contributes to class every week	Student proactively contributes to class on a regular basis	Student rarely contributes to class
Discussion Skills	Student always actively listens to others and respectfully contributes to the class discussion	Student usually actively listens to others and respectfully contributes to the class discussion	Student rarely listens to others AND/OR does not respectfully contribute to class discussion
Preparation	Student always completes readings and assignments on time	Student usually completes readings and assignments on time	Student rarely completes readings and assignments on time