

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



EDUC 422: Foundations of Secondary Education (3 credits)
Monday, 4:30-7:10 P.M., Robinson B102
Aug 27, 2012 – Dec 19, 2012

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Office hours: By appointment

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. Current educational trends/issues are examined in relation to the sociology of secondary school settings.

Pre-Requisites: Admission to the Secondary Education program.

II. Relationship to Program Goals and Professional Organizations

EDUC 422 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC):

INTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
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 Learning Outcomes

Upon completing this course, students will:

- understand the varied, competing, and changing purposes of American public education (social justice),
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues (research-based practice),
- understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (ethical leadership, collaboration; INTASC Standards II, III),
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (social justice, innovation),
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies

- (social justice, collaboration; INTASC Standards II, III),
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (research-based practice);
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences (COLLABORATION);
- state their own philosophical positions in regard to the following questions:
 1. What is the nature of one subject matter area you wish to teach?
 2. What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
 3. What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
 4. What approaches to classroom management do you prefer?

IV. 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/>].

V. Readings and Resources

- Spring, J. (2011). *American Education* (15th ed.). Boston, MA: McGraw-Hil. ISBN: 978-0078024344

- Lieberman, A. (Foreword) (2003). *The Jossey-Bass Reader on Teaching*. San Francisco, CA: Jossey-Bass/Wiley. ISBN: 978-0787962401
- Additional readings will be posted to BlackBoard (see Section VIII)

Recommended Readings:

- I have posted excerpts from various books because I believe that they are relevant to the material covered on the night of class. I recommend reading any or all of these books in their entirety.

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

Mathematics: National Council for Teachers of Mathematics (<http://www.nctm.org>)

Science: National Science Teachers Association (<http://www.nsta.org>)

English: National Council for Teachers of English (<http://www.ncte.org>)

Social Studies/History: National Council for the Social Studies (<http://www.socialstudies.org>)

VI. Course Assignments and Grading

All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information). Unless otherwise noted, assignments should be submitted electronically and are due by class time on the date indicated. Assignments turned in late without prior approval will be eligible for only 50% of the available points. **Please label all documents with your last name and title of the assignment.**

E.g. Beck_Field Experience Journal and Reflection

I welcome (and appreciate) early submissions of any assignment (except the Philosophy of Education assignment).

A. Current Education Issue Presentation (20 points)

Because teaching is a social, performance-based activity, I will expect you to present on a current education issue in order to get you acclimated to teaching and in order to facilitate learning of the content. Individually or in pairs you will be leading the class for approximately 30 minutes on a current education issue of your choice (selected from the list below). Each group will prepare a one-page handout including a bibliography (minimum of 5 sources) to be handed out in class.

Topic choices include but are not limited to:

- Cyberbullying
- The achievement gap
- Special education and IEPs (including co-teaching, inclusion, etc.)
- Culturally responsive pedagogy/multicultural education

- English Language Learners (ELLs)
- Standardized testing
- No Child Left Behind (NCLB)
- Charter schools and vouchers
- Race to the Top
- Teachers' unions
- Teacher evaluations
- Common core state standards

Each individual or pair will sign up for a class session on the first night of class.

B. Critical Incident Blog (10 points)

You will use BlackBoard to blog (i.e. reflect) on a critical incident which you witnessed in your field experience (see Appendix B: Critical Incident Graphic Organizer). This incident can be related to curriculum, pedagogy, or classroom management. In addition to blogging about the incident, I will expect you to respond to each other's blogs in order to extend classroom discussion. In addition to your blog, you must respond to at least one other critical incident. **Please email me and tell me which critical incident you responded to. There should be no more than three responses to each critical incident blog; more than three entries will not be counted for a grade.** Blog entries can be posted at any time but your critical incident and response are **due no later than Monday, November 26th.**

C. Field Experience Journal and Reflection (30 points)

The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. 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 (see Appendix A). At the end of your field experience, you will prepare a Field Experience Journal and Reflection (approximately 5-7 pages) in which you discuss how curricula, instructional methods, and school culture either helped or hindered student success in the setting(s) you observed. **Due Monday, December 3rd.**

D. Philosophy of Teaching and Presentation of Graphic (30 points)

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 do you intend to measure your effectiveness at reaching your objectives? This will be due in two formats: Paper form and presentation of your philosophy in graphic form (e.g. concept map, wordle, etc.). **Presentation of your graphic and the rough draft of your Philosophy of Teaching are due Monday, December 3; the final draft of your Philosophy of Teaching is due Monday,**

December 17th by midnight.

E. Class Participation (10 points)

This is your class. The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Additional mini-assignments or readings may be added throughout the class. Attendance is *not* participation.

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

96-100 points	A+	80-82 points	B-
93-95 points	A	70-79 points	C
90-92 points	A-	60-69 points	D
86-89 points	B+	Less than 60 points	F
83-85 points	B		

VII. Rubrics

A. Current Education Issue Presentation (20 points)

	3 (5 points)	2 (3 points)	1 (1 point)
Content	The content of the presentation is relevant and appropriate to the topic.	The content of the presentation is mostly relevant and appropriate to the topic.	The content of the presentation is somewhat relevant and appropriate to the topic.
Multimedia	The presenter(s) uses media (e.g. video, PowerPoint, Prezi, etc.) to enhance the presentation.	The presenter(s) uses media (e.g. video, PowerPoint, Prezi, etc.) to somewhat enhance the presentation.	The presenter(s) uses media (e.g. video, PowerPoint, Prezi, etc.) in a way that does not really enhance the presentation or takes away from the presentation.
Citations and Handout	The handout is informative, concise (one page front and back or less) and includes at least five citations.	The handout is somewhat informative, concise (one page front and back or less) and includes at least three citations.	The handout is somewhat informative, concise (one page front and back or less) and includes less than three citations.
Time	The presenter(s) used the thirty minutes in an appropriate manner.	The presenter(s) used the thirty minutes in a relatively appropriate manner but may have been	The presenter(s) used the thirty minutes in a somewhat inappropriate manner and was

		slightly over or under the time limit (5-10 minutes).	over or under the time limit (more than 10 minutes).
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B. Critical Incident Blog (see Appendix B; 10 points)

	3 (5 points)	2 (3 points)	1 (1 point)
Posting	The critical incident shows a connection between theory and practice and is written clearly. The author assigned pseudonyms to all people and places in the blog entry.	The critical incident somewhat shows a connection between theory and practice and is written relatively clearly. The author assigned pseudonyms to all people and places in the blog entry.	The critical incident barely shows a connection between theory and practice and is not written clearly. The author assigned pseudonyms to all people and places in the blog entry.
Response	The response goes beyond “I agree” or “I disagree” and conveys a sense of understanding and complex thinking and a connection to classroom discussion.	The response goes beyond “I agree” or “I disagree” and conveys a sense of understanding and a higher level of thinking and a basic connection to classroom discussion.	The response does not go beyond “I agree” or “I disagree” and does not convey a sense of understanding or complex thinking and has little connection to classroom discussion.

C. Field Experience Journal and Reflection (30 points)

	3 (10 points)	2 (7 points)	1 (3 points)
Number of Entries and Time in the Field	A journal entry is included for each field experience. The student completed at least 15 hours in the field.	One or two journal entries are missing. The student completed at least 13 hours in the field.	More than two journal entries are missing. The student completed less than 13 hours in the field.
Depth of Entries	Entries show a complex level of thinking about coursework and response to field experience guidelines (see Appendix C).	Entries show a higher level of thinking about coursework and response to field experience guidelines (see Appendix C).	Entries show a basic level of thinking about coursework and response to field experience guidelines (see Appendix C).

Final Reflection	The final reflection is comprehensive and demonstrates critical thinking about the field experience.	The final reflection is somewhat comprehensive and demonstrates a high level of thinking about the field experience.	The final reflection is not comprehensive and demonstrates only a basic level of thinking about the field experience.
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D. Philosophy of Teaching and Presentation of Graphic (30 points)

	3 (10 points)	2 (7 points)	1 (3 points)
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is somewhat unclear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Content	The message of the paper ties theory to practice and incorporates both reading from class as well as experiences from the field.	The message of the paper mostly ties theory to practice and incorporates both reading from class as well as experiences from the field.	The message of the paper somewhat ties theory to practice and incorporates some reading from class as well as experiences from the field.
Citations	The paper includes at least five citations from course readings or other sources.	The paper includes three to four citations from course readings or other sources.	The paper includes less than three citations from course readings or other sources.

Note: Failure to present your graphic on December 3rd will result in a five-point deduction from the final grade (i.e. the highest grade possible will be 25/30).

E. Class Participation (10 points)

	3 (5 points)	2 (3 points)	1 (1 point)
Content	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments/questions show evidence of	It is evident from the student's contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions	It is not clear from the student's contributions that he/she has completed any of the required readings. Or it is clear from the student's

	tying theory to practice.	sometimes show evidence of tying theory to practice.	contributions that he/she has not completed the required readings or is not tying theory to practice.
Frequency	The student contributes to class discussions fairly consistently.	The student contributes to class discussions intermittently.	The student never contributes to class discussions.

VIII. Class Schedule

Day	Topic/Activity	Readings/Assignments Due
Monday, August 27 th	Intro to Course - Expectations - Grading - Presentation sign-ups	
Monday, September 10 th	History and Political Goals of Public Schooling - Video: http://www.youtube.com/watch?v=_AZVCjfWf8&feature=related	Spring, Chapter 1 Jossey-Bass, Chapters 1, 2, and 7 Dewey (BlackBoard)
Monday, September 17 th	The Social Goals of Schooling Current Education Issue Presentation: Cyberbullying	Spring, Chapter 2 Noddings (Blackboard) Interview with Geoffrey Canada (Blackboard) http://www.citylimits.org/news/articles/3874/-there-is-no-science-geoffrey-canada-s-philosophy
Monday, September 24 th	Education and Equality of Opportunity - Current Education Issue Presentation: The Achievement Gap	Spring, Chapter 3 Jossey-Bass, Chapters 4 and 9
Monday, October 1 st	The Economic Goals of Schooling	Spring, Chapter 4 Dweck (Blackboard) Jossey-Bass, Chapters 3 and 5
Tuesday, October 9 th	Equality of Educational Opportunity - Current Education Issue Presentation: Special education and IEPs (including co-teaching and	Spring, Chapter 5 Jossey-Bass, Chapters 10 and 17

	inclusion)	
Monday, October 15 th	Student Diversity - Current Education Issue Presentation: Culturally responsive pedagogy/multicultural education	Spring, Chapter 6 Jossey-Bass, Chapters 15 and 18
Monday, October 22 nd	Multicultural and Multilingual Education - Current Education Issue Presentation: English Language Learners (ELLs)	Spring, Chapter 7 Jossey-Bass, Chapter 6 and 8 Gutierrez, Developing a sociocritical literacy in the third space (Blackboard)
Monday, October 29 th	Local Control, Choice, Charter Schools, and Home Schooling - Current Education Issue Presentation: Standardized testing OR NCLB - “Waiting for Superman”	Spring, Chapter 8 (first half) Ravitch (BlackBoard) - Video: Daniel Willingham http://www.youtube.com/watch?v=uONqxysWEk8
Monday, November 5 th	Local Control, Choice, Charter Schools, and Home Schooling - Current Education Issue Presentation: Charter schools and vouchers - “Waiting for Superman”	Spring, Chapter 8 (second half) Worst Teacher in New York (BlackBoard) http://www.huffingtonpost.com/2012/05/16/carolyn-abbott-the-worst_n_1521933.html Rick Hess on Value-Added (BlackBoard) http://blogs.edweek.org/edweek/rick_hess_straight_up/2011/05/value-added_evaluation_those_pesky_collateralized_debt_obligations.html
Monday, November 12 th	Power and Control at State and National Levels - Current Education Issue Presentation: Race to the Top	Spring, Chapter 9 Pope (Blackboard) Jossey-Bass, Chapters 13 and 14
Monday, November 19 th	The Profession of Teaching - Current Education Issue Presentation: Teachers’ unions OR teacher evaluations	Spring, Chapter 10 Jossey-Bass, Chapters 12 and 16
Monday, November 26 th	Miscellaneous: School reform, reflection on	Due: - Critical Incident Blog and

	critical incidents - Guest speaker - Current Education Issue Presentation: Common Core State Standards	Responses Glass (Blackboard) Jossey-Bass, Chapters 11 and 19
Monday, December 3 rd	Finish Line or Starting Line? - Presentation of your graphics of philosophies of education - Peer critique of draft of philosophy of education - Classroom strategy: Appointment Clock - Course evaluations	Due: - Field Experience Journal and Reflection - Draft of Philosophy of Education and presentation of graphic
Monday, December 17 th	Final Exam	Due: Final draft of Philosophy of Education by midnight

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Grand total: _____

GMU Student Signature/Date: _____ / _____

Mentor Teacher Signature/Date: _____ / _____

Appendix B: Critical Incident Graphic Organizer

This document is designed to prompt your field experience. Please complete this graphic organizer as you observe incidents and occurrences that you feel warrant deeper reflection. In these incidents, respond to the questions provided below. Please make an additional effort to document your critical incident with an artifact or image from the experience. This artifact may be a document from the lesson you observed, a photograph of a noteworthy part of the learning environment (e.g. bulletin board), or even a drawing you make to remember a classroom arrangement which contributed to the critical incident.

Date incident occurred:

<p>Critical Incident: Describe the highlight or lowlight you witnessed</p>	
<p>Issues and Questions: What issues or incidents – tied to our classroom discussions, readings, and other activities – does this incident raise?</p>	
<p>What specific practice can you identify from this critical incident that could potentially inform your practice as a future educator?</p>	

****Remember to collect an artifact or capture an image to go along with this incident!**

Appendix C: Field Experience Guidelines

The following suggested field experience activities are designed to help you write thoughtful journal entries and a comprehensive, synthesized final reflection as well as to tie the theories we are learning about in class to practice in the field:

- Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- Talk with the mentor teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- Talk with the mentor teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving, discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the Internet, etc.
- Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approach to classroom management.

Note: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our EDUC 422 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D: Field Experience Letter

Dear Educator,

My name is Jori Beck and I'm a doctoral student in the College of Education and Human Development at George Mason University. This semester I am teaching EDUC 422: Foundations of Secondary Education. This course is taken by future secondary teachers (grades 6-12), and as part of the course students are required to complete 15 hours of field experience in grades 6-12. Specifically, these students are required to work with you and your students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 15 hours of field experience.

With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher. EDUC 422 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with teaching styles and secondary schools. For most of the Mason students in this course, this is one of their first education courses. Thus, they will have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience include the following:

- Mason students will complete a minimum of 15 hours of tutoring and/or observation with the possibility of general interaction with students in your classroom.
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I hope that the Mason student will receive guidance from you regarding strategies to use to support students and their learning, and that, if appropriate, you may even allow the Mason student to plan a mini-lesson (or two) of his/her own (with input from you).
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or project, check papers or tests, and so forth.

Our hope is that this student will begin to work in your classroom by the sixth week of the Mason semester. Please note that field experiences should occur over a minimum of five visits to your classroom/school, with a maximum length of any one visit of four hours. These scheduled requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. Thank you for your support of this Mason student and his/her development as a future teacher.

Sincerely,

Jori Beck
Doctoral student
College of Education and Human Development
George Mason University
jbeck12@masonlive.gmu.edu; (570) 490-3594

Appendix E: Field Experience Approval

Date: _____

Mason Student: _____

Mentor Teacher: _____

School: _____

City, State, Zip Code: _____

Grade Level/Subject Area: _____

Mentor Teacher Phone: _____

Mentor Teacher Email: _____

I agree to support _____
(Mason Student Name) as he/she completes a minimum 15-hour field experience in my classroom.

I understand that this Mason student will work with me and my students over a minimum of five sessions (each lasting at most four hours), and that all of these hours must involve direct interaction with adolescents/young adults. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students.

I understand that the goal of the Mason student's field work is to gain experience with the day-to-day workings of a teacher and his/her students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

_____/_____
Mentor Teacher Signature **Date**

_____/_____
Mason Student Signature **Date**

Tentative Tutoring Schedule (Weeks/Days/Times)

