George Mason University

College of Education & Human Development/Graduate School of Education

Secondary Teacher Education Program

Promoting Learning & Development Across the Lifespan

EDUC 422. N03, Foundations of Secondary Education (3 credits)

There are no prerequisites for this course

Instructor: Anthony Pellegrino, PhD, Assistant Professor

Office/hours: Thompson 1806, Fairfax campus; hours by appointment

Email: apelleg2@gmu.edu (Typical email response: < 24hrs.)

Phone: 703.993.5253

Mail: George Mason University, College of Education and Human Development, MS 4B3, Fairfax, VA 22030

Summer 2015 Class Meetings

Monday, Wednesday, and Friday 7:20-9:35 PM, May 18-June 26, 2015

Thompson Hall, 2021

Please note that our class does not meet on campus for every scheduled session. Group meetings and/or discussion online are required. Specifically, every third session (Fridays) will involve an asynchronous assignment based on a group-led activity/discussion delivered via Blackboard. The dates for those activities are as follows: *May 22, May 29, June 5, June 12, and June 19.*

Course Description

Foundations of Secondary Education (EDUC 422) offers undergraduate students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings within the framework of the Council for Accreditation of Educator Preparation (CAEP) and the Interstate New Teacher Assessment and Support Consortium (InTASC).

Relationship to Program Goals and Professional Organizations
Through course assignments and formal and informal commentary, Foundations of Secondary Education emphasizes the basic premise and following standards developed by the 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.

Student Outcomes (CEHD Core Values are noted in parentheses)
Upon completing this course, candidates will
- Acknowledge and evaluate the varied, competing, and changing purposes of American public education (SOCIAL JUSTICE),

- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues (RESEARCH-BASED PRACTICE);
- recognize the diversity in US 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 practices (RESEARCH-BASED PRACTICE);
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences (ETHICAL LEADERSHIP, COLLABORATION);
- state their own philosophical positions in regard to the following questions:
    - What is the nature of one subject matter area you wish to teach?
    - What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
    - What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
    - What approaches to classroom management do you prefer?

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

 For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements

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

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

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

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

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

Student Expectations

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.

Campus Resources
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/].

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting https://alert.gmu.edu. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at http://www.gmu.edu/service/cert.

Required Texts

Halse Anderson, L. (2009). *Speak (Tenth Anniversary Edition).* New York: Penguin Group
ISBN: 978-0-14-242473-6
Semel, S. F. (Ed.) (2010). *Foundations of education: The essential texts*. New York: Routledge

Additional readings, provided by me and students in class, will be available on-line (via MyMason/Blackboard http://mymason.gmu.edu) and/or distributed in class. Please become familiar with the MyMason/Blackboard platform if you have not already done so.

Course Requirements/Assignments

TaskStream

Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). In this course, the Education Philosophy paper* (see description below) is your PBA. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. For those new to Taskstream, information and tutorials can be found at http://cehd.gmu.edu/api/taskstream.

General

All assignments should be turned in on the due date indicated in the schedule below. All papers must adhere to APA 6th edition formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into

the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

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

Reading Reflection Papers (25 points each/50 points total)

You will be required to complete **any two of the three reflection papers.** Each paper will be approximately two pages (double-spaced) and focused on synthesis of assigned readings from *Foundations of Education: The Essential Texts, Speak* and other media/texts. Each paper will require you to seek connections and themes presented in the readings. Specifically, this will include a combination of personal reflections on the provided topic, comments and insights provided by the source and relevant outside sources which enhance the comments and assertions made in your paper. Each paper will be assessed on a combination of the aforementioned components as well as overall writing quality, which includes adherence to writing specifications outlined in the APA 6th edition manual. The Rubric for these assignments can be found in the course section of MyMason/Blackboard.

Reflection paper one: Review of assigned readings from sessions 1-6 and *180 Days: A Year Inside An American High School* video: Topic: **Navigating the tensions to seek equality/equity**
Reflection paper two: Review of assigned readings from sessions 7-9 and *Speak* book: Topic: **Challenges of the teaching profession**
Reflection paper three: Review of assigned readings from sessions 10-14: Topic: **Exemplary teaching, what does it look like and why is it so difficult to achieve?**

Education Philosophy (50 points)*

In three-five double-spaced pages, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class and outside research you have conducted. In your paper, address a minimum of two of the guiding questions found below. In addition, seek relevant outside sources for additional information and guidance. And finally, examine the standards of an effective teacher from InTASC (found on page one of your syllabus) as well as standards of learning for your content area (both state and national) to help guide you in the development of your teaching philosophy. You will be assessed on the aforementioned criteria in addition to the general writing rubric components from the reflection papers. PLEASE REMEMBER THAT THIS ASSIGNMENT IS YOUR "PBA" FOR THIS COURSE. AS SUCH, YOU MUST SUBMIT IT TO TASKSTREAM AS WELL AS MYMASON/BLACKBOARD.

National Content Organizations Websites

Mathematics: National Council for Teachers of Mathematics (www.nctm.org**)**

Science: National Science Teachers Association (www.nsta.org**)**

English: National Council for Teachers of English (www.ncte.org**)**

Social Studies/History: National Council for the Social Studies (www.socialstudies.org**)**

Philosophy of Teaching Guiding Questions

- What is the purpose of schooling?
- What is the nature of the learner in the 21st century?
- What is the nature of one subject matter area you wish to teach?
- What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What approaches to classroom management do you prefer?
- What learning theories do you most strongly identify with and why?
- What are your objectives as a teacher?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- What teaching methods will you use to work toward your objectives?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions above, you can add your own inquiries—be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of two between those listed above and those you identify—may also be illustrated with examples from your fieldwork, including from your work with particular students if applicable.

Topical Presentation (50 points total–30 points from group presentation, 20 points from participation in other four group presentations)

At the beginning of the semester you will divided into groups for the purposes of developing a presentation to the class on a specific topic related to education. Each group will be assigned a date during which time a presentation is expected to be delivered via the Blackboard Discussion Board. Each group is expected to employ some sort of presentation software (e.g. PowerPoint, Prezi, webquest, wiki or other means) to present information on the given topic, provide a prompt(s) to course-mates to

facilitate discussion, and monitor responses. Once prompt(s) is posted, course-mates will typically have two-three days to post their responses. Each class member (other than group members) must post one original thread (approximately 150-300 words) and respond to two others (approximately 50-150 words). Each group member should be an obvious presence online although there are no specific requirements for numbers of comments posted. As you organize the information to present, consider what prospective teachers need to know about your topic. Seek to make the content relevant and the prompts engaging. **Assessment from these group activities will come from the group presentation, effective monitoring of the Discussion Board, completion of the self/group assessment, and participation in other group discussions.**

"Critical Incidents Reflections and Images" (CIRIs) and Field Experience Report (75 points)
The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. For this portion of the class you will pair with a peer in class and engage in a 15-hour field experience (both candidates are required to complete 15 hours). You and your partner must co-observe at least half of the required hours. Therefore, you must coordinate your schedules with those of the cooperating teacher(s) to whom will be assigned. The remaining hours can be done without your partner. You are expected to keep detailed field notes of your observations. Your cooperating teacher will also complete a log indicating dates, times, subject area, grade levels (see Appendix A).
Each day you are in your fieldwork site (with or without your partner), you will record field notes of what you have observed, practices you appreciate, and questions you've considered as a result of your observations. Three of the most significant instances or episodes will be logged as "Critical Incidents Reflections and Images" (CIRI) (see Appendix B). Follow the specific guidelines for these incidents as you record them and even be ready to analyze the data you gather and discuss in class. As a part of each CIRI you should include a related artifact and/or image, which may be a picture/drawing of the incident, or an artifact that helps illustrate the episode (e.g. document handed out to students). At the end of your field experience, you will use your journal and these CIRI forms to prepare a "Field Experience Report".
In this paper (a maximum of four double-spaced pages), you will analyze and compare field notes in order to develop a paper that synthesizes your experiences. Although this paper is written individually, it is expected that your collaboration and debriefing with your partner will influence your paper as written. Specifically, your paper will essentially be an analysis of your "critical incidents" and discussion of how curricula, instructional methods, and learning culture influenced student success in the setting(s) you observed. This report should also include images, examples, and evidence from your field experience to illustrate the conclusions you draw.

GRADING

95-100% (213-225 Points)	A	90 - 94% (200-212 Points)	A-
85 – 89% (191-199 Points)	B	80-85% (180-190 Points)	B-

Below 80% (below 180 points)   Not passing

Assignment Summary

Reading Reflection Papers (Focused on given theme and instructor-provided readings/media)..50 points

Topical School Issues Presentation………………………………………………………………………...50 points

Teaching Philosophy Paper…………………………………………………………………………………….50 points

CIRIs and Field Experience Report…….75 points

Total = 225 points

COURSE ASSIGNMENT SUMMARY

Assignment	Due	Point Value
Reading Reflection Papers	Reflection paper one: Class 7 Reflection paper two: Class 10 Reflection paper three: Class 15 **CHOOSE ANY TWO**	25 points each-50 total

School Issues Group Presentation	Group one: May 22 (student postings due May 26, 11:30 PM) Group two: May 29 (student postings due June 1, 11:30 PM) Group three: June 5 (student postings due June 8, 11:30 PM) Group four: June 12 (student postings due June 15, 11:30 PM) Group five: June 19 (student postings due June 22, 11:30PM)	50
Education Philosophy Paper	Class 16	50
Field Experience Reflection Paper	Class 17	75
Totals		**225 points**

COURSE SCHEDULE: This schedule serves as a guide to readings and topics. While the assignment due dates will remain unchanged, I may adjust weekly topics and readings as necessary.

TOPICS	DATE	READING DUE	ASSIGNMENT DUE
Course Introduction	May 18	None	None

Navigating the Tensions Discussion of Group Projects Meet with Groups One and Two to discuss presentations			
The history and purpose of schooling	May 20	Introduction and Chapter 1 in Foundations of Education text	None
Online class: Group one presentation, The purpose of school	May 22	Group one presentation delivered via MyMason/Blackboard Discussion Board	Group one presentation: The purpose of schooling (Student responses due May 26, 11:30 PM)
Memorial Day: No Class Meeting	**May 25**	**None**	**None**
The history and purpose of schooling continued Review of Speak readings Meet with Group Two to discuss presentation	May 27	Chapters 2 & 3 in Foundations of Education text Greene, M., *Teaching as Possibility: A Light in Dark Times* Peterson, M*., The Purpose of Schools* Preface-72 in *Speak* (Introductory Poem-Winter Break)	None
Online Class: Group 2 Presentation: How Can Teachers Adapt to Changing Faces of our Students?	May 29	Group two presentation delivered via MyMason/Blackboard	Group two presentation: How can teachers adapt to changing faces of our students? (Group two student responses due June 1, 11:30

			PM)
Equality and equity in schooling Film: *180 Days: A Year Inside an American High School* Review Speak readings Meet with group three to discuss presentation	June 1	Chapters 7 & 9 in Foundations of Education text Delpit, L., *The Silenced Dialogue* Haberman, M., *The Pedagogy of Poverty versus Good Teaching* Stuart Wells, A. *Seeing Past the Colorblind Myth* Pages 73-153 in Speak (Hard Labor-Growing Pains)	None
Educational diversity Final review of Speak	June 3	Ladson-Billings, G., *Culturally Relevant Pedagogy* Paris, D., *Culturally Sustaining Pedagogy* Pages 154-198 in Speak (Gag Order-Final Cut)	Reflection paper one
Online Class: Group three presentation, School Reform Movements	June 5	Group three presentation delivered via MyMason/Blackboard	Group three presentation (School reform movements) Group three postings due June 8, 11:30 PM)
Teaching and Learning in Diverse Contexts	June 8	Palmer, P., *On Teaching and Learning* *Learning Environment Case Study* Palmer, A., *Power Struggles, Paychecks and Positivity*	None

Education Philosophies Meet with group five to discuss presentation	June 10	Chapters 10 & 11 in Foundations of Education text Wilson, J., *Perspectives on Philosophy of Education*	Reflection paper two
Online Class: Group four presentation, Global Models of Schooling, Student Engagement and Pedagogy	June 12	Group four presentation delivered via MyMason/Blackboard	Group four presentation: Global models of schooling, student engagement and pedagogy (Group four student responses due June 15, 11:30 PM
Changes to school control Meet with group four to discuss presentation	June 15	Chaltain, S. *The Quiet Revolution in DC Schools* Haertel, E. *Critique of VAM*	None
The Classroom Environment/School Climate	June 17	Chapters 4 & 6 in Foundations of Education text Hattie, J. *Visible Teaching*	None
Online class: Group five presentation, School and Teacher Ethics: What every new teacher should know	June 19	Group five presentation via MyMason/Blackboard	Group five presentation: School and Teacher Ethics Group five student responses due June 22, 11:30 PM
The struggles and rewards	June 22	Reading related to your	Reflection paper 3

of teaching		philosophy paper	
Navigating the tensions between theory and practice reprised	June 24	None	Education Philosophy paper
Field Experience Review Course "take-aways"	June 26	None	Field Experience documentation/paper

Appendix A

Field Experience Hours/Activities Log

Deliver this log to your cooperating teacher on the 1st day of your field experience. You must complete a minimum of 15 hours of field experience, most of which will consist of observation, but may also involve interactions with individual students and small and large groups of students.

Hours should be spread across approximately 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Pellegrino via Blackboard/MyMason.

GMU Student:_____

Mentor Teacher/School:_____

Subject Area/Grades:_____

Date	Activities Observed	Activities as Participant	Hours
			Total:

GMU Student Signature/Date _____/_____

Mentor Signature/Date _____/_____

Critical Incidents, Reflections and Images

This document is designed to prompt your observation experience. Please complete this form as you observe incidents and occurrences that you feel warrant attention. In those incidents, respond to the questions provided. 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 setup which contributed to the critical incident.

Name:_____   Date: _____

Critical Incident Describe the highlight or lowlight you have noted	
Burning Issues/Questions What issues or questions arise from this critical incident?	
Practice What specific practice can you identify from this critical incident that will help inform your practice as a teacher?	

Provide the image or copy of the artifact to this document for submission.

Appendix C

Field Experience Guidelines

*The following **suggested field experience activities** are designed to help you prepare for writing your paper analyzing your observations.*

- 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 cooperating 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 cooperating 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 approaches to classroom management.

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

Appendix D

Field Experience Letter

College of Education and Human Development

4400 University Drive, Robinson A 320, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5252

Dear educator:

My name is Anthony Pellegrino, an assistant professor of secondary education at George Mason University, and I write as the instructor for EDUC 422, "Foundations of Secondary Education." This course is taken by future secondary (grades 6-12) teachers, and as a 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 includes the following:

-Mason students will complete a minimum of 15 hours of tutoring, observation with the possibility of general interaction with students in your classroom, perhaps via small group instruction or facilitation or leading a lesson introduction or formative assessment.

-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 strategies, curricula, teaching strategies, teaching and learning challenges, management strategies, and so forth.

-I would hope that the Mason student would be given 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 some interventions of her or his 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 projects, 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 <u>minimum</u> of 3-4 visits to your

classroom/school, with a maximum length of any one visit of 4 hours. These schedule 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. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,
Anthony Pellegrino, PhD
Assistant Professor of Education
George Mason University
apelleg2@gmu.edu | 703.993.5253

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 she/he 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 4 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 fieldwork is to gain experience with the day-to-day-workings of a teacher and her/his 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)

Appendix F

EDUC 422 Written Response Rubric

Teaching Philosophy Assignment

CRITERIA	Distinguished	Proficient	Basic/Developing	Unacceptable	Points
Higher-Order Thinking/Ideas	Assertions and arguments are logical and presented with relevant supporting evidence Paper presents well-developed analysis and synthesis of ideas (15 points)	Assertions and arguments are mostly logical and presented with some relevant supporting evidence Paper presents some effective analysis and synthesis of ideas (12 points)	Assertions and arguments are sometimes illogical but presented with some relevant supporting evidence Paper presents little effective analysis and synthesis of ideas (9 points)	Assertions and arguments are illogical and presented with little or no relevant supporting evidence Paper presents no effective analysis and synthesis of ideas (0-6 points)	/15
Mechanics and Composition	Use of correct grammar, punctuation and spelling Sentences are clear, complete and vary appropriately in length and	Paper contains fewer than four grammar, punctuation and/or spelling errors Sentences are mostly clear, complete and	Paper contains more than four grammar, punctuation and/or spelling errors Sentences are somewhat clear, complete but vary	Significant grammar, punctuation and/or spelling errors detract from the ability to read the paper Sentences are	/15

	complexity Words and phrases are effective in conveying ideas and vary enough to become compelling to the reader Sources referenced and formatted appropriately (15 points)	appropriately varied in length and complexity Words and phrases are appropriate in conveying ideas and vary somewhat to become compelling to the reader Sources largely referenced and formatted appropriately with only minor errors (12 points)	little appropriately in length and complexity Words and phrases are somewhat appropriate in conveying ideas but do not vary enough to become compelling to the reader Several formatting errors are noted (9 points)	largely unclear and do not vary appropriately in length or complexity Words and phrases are ineffective in conveying ideas and are not varied enough to become compelling to the reader Sources are not referenced appropriately (0-6 points)	
Effective and Appropriate Sources	Examples and ideas are referenced appropriately in terms of connection with concepts as presented Sources are varied in order to present cohesive and	Examples and ideas are most often referenced appropriately in terms of connection with concepts as presented Sources are adequately varied in order	Examples and ideas are rarely referenced appropriately in terms of connection with concepts as presented Sources are only somewhat varied in order to present cohesive	Examples and ideas are not referenced appropriately in terms of connection with concepts as presented Sources are not varied in order to present cohesive and	/15

	comprehensive information (15 points)	to present cohesive and comprehensive information (12 points)	and comprehensive information (9 points)	comprehensive information (0-6 points)	
APA Formatting	Conforms to APA 6th edition in all citations and references (5 points)	Conforms to APA 6th edition in citations and references with no more than 2 errors (3 points)	Conforms to APA 6th edition in some citations and references, but contains more than three significant errors (2 points)	Does not conform to APA 6th edition in citations and references (0-1 point)	/5
Total					**/50**