George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program

EDUC 522, "Foundations of Secondary Education" (Section 005) (3 credits)

Key Information
Instructor: Brian E. Mandell, PhD, Adjunct Professor
Office/Hours: Meetings face-to-face or phone
Email: bmandel1@gmu.edu, Mandell.brian@gmail.com

Class Meetings
Mondays 7:20 PM – 10:00PM, January 19 – May 11, 2016
Thompson Hall 1017
Spring 2016

Please note that our class does not meet on campus for every scheduled session. Group meetings and/or discussion online are required. Usually, every third session will involve an asynchronous assignment based on a group-led activity/discussion delivered via Blackboard.

Course Description
A. Title
EDUC 522 Foundations of Secondary Education

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

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

DELIVERY METHOD:
This course will be delivered online using an "asynchronous" format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason

email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on [January 20th, 2016].

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- Course Week: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Saturday.
  - Synchronous: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week.
  - Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least three times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- Netiquette: Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same.

Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Course Objectives and CEHD Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. This course supports these values by providing students with learning experiences that necessitate collaboration; providing students opportunities to reflect on their teaching and leadership roles in classroom and school contexts; calling on students to develop and participate in innovative research-based practice; and requiring students to reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below. See http://cehd.gmu.edu/values/ for more information.

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

Professional Standards
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 Standards
The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the

effective design and implementation of both self-directed and collaborative learning.

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

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

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

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

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute

to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts

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

Semel, S. F. (Ed.) (2010)*. Foundations of education: The essential texts*. New York: Routledge.

Articles TBD: Additional readings will be available on-line (via Blackboard and other technology means).

I would make the following recommendations:

- Join your subject area's professional association *now* (e.g., social studies teachers would join the National Council for the Social Studies): the resources to which you have access are generally incredible and the cost now is very reasonable.

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**)**

Course Assignments

General
All formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

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

Assignment #1: Field Experience Report and "Critical Incidents Reflections and Images" (CIRIs) (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 you are 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 **six 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.

Assignment #2: Current Education Issue Handout and Presentation (50 points)

Teaching is a social and performance-based job where you need to be well informed about the major trends and movements in the education field. Please select one of the current educational issues below and research the topic in order to facilitate a 15 minute discussion individually or in pairs. Please also prepare a one-page handout (front and back) including a bibliography to be handed out to teach the class. You may choose your own topic, but it **must be approved by the professor.**

Topic choices included but are not limited to:

- Cyber bullying
-Response to Intervention (RTI)
-Technology in the classroom – select a specific focus
-Positive Behavioral Interventions & Supports (PBIS)
- No Child Left Behind (NCLB)
- Charter schools and vouchers
- Teacher evaluations in Virginia
-Next Generation Science Standards
- Common Core
-International Baccalaureate (IB) program
-Richard Marzano, Instructional strategies and student achievement expert
-Carol Ann Tomlinson, differentiated instruction expert
-Linda Darling-Hammond, teacher evaluations expert
-Jay McTighe & Grant Wiggins, developed Understanding by Design
-Howard Gardner, developed Multiple Intelligences

Assignment #3: Education Philosophy (100 points)

In five to seven double-spaced pages, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class and outside research you have conducted. In your paper, address a minimum of three 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 TK20 (directions are below) AS WELL AS MYMASON/BLACKBOARD.

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, 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 three 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.

Assignment #4: 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.**

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

Due to the importance of classroom discussions to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 25 points of your course grade.

If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing **more than one class** should see the instructor to discuss dropping the class.]

It is expected that each of you will:
1. Read all assigned materials for the course.

2. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
3. Complete a paper on motivation.
4. Research and orally present as a group a psychological theory and its application to the classroom.
5. Complete all weekly reflections and final reflection.
6. Complete instructional technology assignments if applicable.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See

http://oai.gmu.edu/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See

http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. 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.

d. 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/).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See http://ods.gmu.edu/).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

<u>Emergency Procedures</u>

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert

<u>Important Information for Licensure Completion</u>

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

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. 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 (<u>not</u> 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 y*our 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

GRADING

95-100% (283.5-300 Points) A
90 - 94% (268.5-283 Points) A-
88 – 89% (264-268 Points) B+
84-87% (250.5-267.5 Points) B
80-83% (239-250) B-
78 – 79% (232-238) C+
74-77% (222 – 231) C
Below 74% (below points) Not passing

COURSE ASSIGNMENT SUMMARY

Topical School Issues Presentation & Participation ....50 points
Teaching Philosophy Paper...100 points
CIRIs and Field Experience Report...75 points
Current Educational Issues……………………………………………………………………………………………..50 points
Classroom participation and activities……………………………………………………………………………..25 points

Total = 300 points

RESOURCES

National Reports and Test Reporting Centers
- A Nation at Risk: http://www.ed.gov/pubs/NatAtRisk/risk.html
- The Nation's Report Card/National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics: http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): http://www.timss.org/
- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): http://www.bestevidence.org/index.htm

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

COURSE SCHEDULE: This schedule serves as a guide to readings and topics.

TOPICS	DATE	READING DUE	ASSIGNMENT DUE
Course Introduction Navigating the Tensions Discussion of Group Projects **Meet with group one to discuss presentation**	**January 25th**	**None**	**None**
The history and purpose of schooling **Meet with group two to discuss presentation**	**February 1st**	**Introduction and Chapter 1 & 2 in Foundations of Education text** **Greene, M.,** *Teaching as Possibility: A Light in Dark Times* **Peterson, M*.,** The Purpose of Schools*	**Select group presentations and current issue topics/groups**
<u>Online class</u>: **Group one presentation, The purpose of schooling**	**February 8th**	**Group one presentation delivered via MyMason/Blackboard Discussion Board (Presentation online by February 7th, 11:59 PM)**	**Group one presentation: The purpose of schooling (Student responses due February 13th, 11:59 PM)**
Equality and equity in schooling **Meet with group three to discuss presentation**	**February 15th**	**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*	**None**
Online Class: Group two Presentation: How Can Teachers Adapt to Changing Faces of our Students?	**February 22nd**	**Group two presentation delivered via MyMason/Blackboard (Presentation online by February 21st, 11:59 PM)**	**Group two presentation: How can teachers adapt to changing faces of our students? (Group two student responses due February 27th, 11:59 PM)**
Educational diversity	**February 29th**	**Ladson-Billings, G.,** *Culturally Relevant Pedagogy* **Paris, D.,** *Culturally Sustaining Pedagogy* *Motivation* **text preface – Chapter 2**	**None**

Spring Break: No Class	March 7th		

Online Class: Group three presentation, School Reform Movements	March 14th	Group three presentation delivered via MyMason/Blackboard (Presentation online by March 13th, 11:59 PM)	Group three presentation (School reform movements) Group three student responses due March 19th, 11:59 PM
Teaching and Learning in Diverse Contexts	March 21th	Palmer, P., *On Teaching and Learning* *Learning Environment Case Study* Palmer, A., *Power Struggles, Paychecks and Positivity Motivation* chapters 3-4	Show Field Experience Chart for at least seven hours observed and at least one Critical Reflection Incident (CRI), post to Blackboard
Education Philosophies Meet with group four to discuss presentation	March 28st	Chapters 10 & 11 in Foundations of Education text Wilson, J., *Perspectives on Philosophy of Education*	Education Philosophy outline
Online Class: Group four presentation, Global Models of Schooling, Student Engagement and Pedagogy	April 4th	Group four presentation delivered via MyMason/Blackboard (Presentation online by April 3rd, 11:59 PM)	Group four presentation: Global models of schooling, student engagement and pedagogy Group four student responses due April 9th, 11:59 PM
Changes to school control & Classroom Environment / School Climate Meet with group five to discuss presentation	April 11th	Chaltain, S. *The Quiet Revolution in DC Schools* Haertel, E. *Critique of VAM* Chapters 4 & 6 in Foundations of Education text Hattie, J. *Visible Teaching Motivation* chapters 5-6	None
Online class: Group five presentation, School and Teacher Ethics: What every new teacher should know	April 18th	Group five presentation via MyMason/Blackboard (Presentation online by April 17th, 11:59 PM)	Education Philosophy paper (submit to Blackboard and Tk20) Group five presentation: School and Teacher Ethics Group five student responses due April 23rd, 11:59 PM
The struggles and rewards of teaching	April 25th	Motivation chapters 7-8 Articles TBA	

Appendix A
Field Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log in her/his classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve interactions with individual students and small and large groups of students. Hours must be spread across a minimum of 4 sessions, with no single session lasting longer than five hours. Submit this signed log at the end of the course to Dr. Mandell.

GMU Student:

Mentor Teacher/School:

Subject Area/Grades:

Dates	Activities as an observer	Activities as Participant	Hours

GMU student signature: _____

Teacher Mentor signature: _____

Appendix B
Critical Incidents Reflections Form

Name_____Date_____

Critical Incidents What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?	
Burning Issues/Questions What issues or concerns can you identify from your recent work in schools?	
"Best Practice" Tips What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?	
Philosophy-in-Action How has what you've witnessed or done in schools impacted your evolving philosophy of education and the your answers to these philosophy questions?	

Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):

Appendix C
Suggested Field Experience Activities

The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.

- 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 approaches to classroom management.

Notes: 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 522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D

College of Education and Human Development

4400 University Drive, Robinson A 341, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5413   January 25th, 2016

Dear educator:

My name is Brian Mandell. I'm an adjunct professor at George Mason University, and I write as the instructor for EDUC 522, "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, students are required to work with you and 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 522 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 likely have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience include the following:

1. Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom

2. All of these 15 hours must involve <u>direct</u> interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher

3. 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.

4. I would hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)

5. 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 group on assignments or projects, check papers or tests, etc.

Please note that field experiences must occur over a <u>minimum</u> of four visits to your classroom/school, with a maximum length of any one visit of five 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,
Brian E. Mandell, PhD
Adjunct Professor, College of Education and Human Development
George Mason University
bmandel1@gmu.edu or Mandell.brian@gmail.com

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 four sessions (each lasting at most five 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

Field Experience Report

	Exemplary (22.5-25)	Proficient (20-22)	Emerging Below 19.5)
Critical Incidents	The critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices).	For the most part, Minor, the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with infrequent lapses in clarity.	Rarely does the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with frequent lapses in clarity.
Personal Application (Metacognition)	The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.	The reflection demonstrates students some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application	A clear connection to classroom application or to an adolescent student is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.

Grade _____ / 75 points   Comments: _____

_____

	(5 points)	**(3 points)**	**(1 point)**
Content **(5 pts x 2)**	The content of the presentation/handout is relevant and appropriate to the topic.	The content of the presentation/handout is mostly relevant and appropriate to the topic.	The content of the presentation/handout is somewhat relevant and appropriate to the topic.
Citations and Handout **(5 pts)**	The handout is informative, concise (one page front and back or less) and includes at least three citations in correct APA format.	The handout is somewhat informative, concise (one page front and back or less) and includes at least two citations.	The handout is somewhat informative, concise (one page front and back or less) and includes less than two citations and/or APA format is not correct.
Discussion **(5 pts x 2)**	The presenter(s) used effective questioning and helped to facilitate the discussion with peers.	The presenter(s) used somewhat good questioning and managed the discussion with peers.	The presenter(s) were not prepared or used fact based questioning that stifled discussion with peers.

_____ / 25 x 2 = _____ / 50 points   Comments: _____

Appendix H

Teaching Philosophy Assignment

EDUC 522, "Foundations of Secondary Education"
Philosophy of Teaching Paper Evaluation Rubric

	Exceeds expectation 4	Meets expectations 3	Approaches expectation 2	Does not meet expectations 1	Score/ Level
Higher-order thinking/ideas related to philosophy of teaching	Philosophy of teaching paper includes exemplary evidence of higher-order assertions and arguments that are logical and presented with relevant supporting evidence	Philosophy of teaching paper includes evidence of higher-order assertions and arguments that are mostly logical and presented with relevant supporting evidence	Philosophy of teaching paper includes limited evidence of higher-order assertions and arguments that are sometimes illogical but presented with some relevant supporting evidence	Philosophy of teaching paper includes not evidence of higher-order assertions and arguments are illogical and presented with little or no relevant supporting evidence	/4
	Philosophy of teaching paper presents well-developed analysis and synthesis of a philosophy of teaching	Philosophy of teaching paper presents effective analysis and synthesis of a philosophy of teaching	Philosophy of teaching paper presents limited analysis and abbreviated synthesis of a philosophy of teaching	Philosophy of teaching paper presents no effective analysis and no synthesis of a philosophy of teaching	/4
Mechanics and composition	Philosophy of teaching paper includes use of correct grammar, punctuation and spelling	Philosophy of teaching paper contains fewer than four grammar, punctuation and/or spelling errors	Philosophy of teaching paper contains more than four grammar, punctuation and/or spelling errors	Philosophy of teaching paper contains significant grammar, punctuation and/or spelling errors detract from the ability to read the paper	/4
	Sentences in philosophy of teaching paper are clear, complete and vary appropriately in length and complexity	Sentences in philosophy of teaching paper are mostly clear, complete and appropriately varied in length and complexity	Sentences in philosophy of teaching paper are somewhat clear, complete but vary little appropriately in length and complexity	Sentences in philosophy of teaching paper are largely unclear and do not vary appropriately in length or complexity	/4
	Words and phrases in philosophy of teaching paper are exceptionally effective in conveying ideas and vary enough to become compelling to the reader	Words and phrases in philosophy of teaching paper are effective in conveying ideas and vary somewhat to become compelling to the reader	Words and phrases in philosophy of teaching paper are somewhat effective in conveying ideas but do not vary enough to become compelling to the reader	Words and phrases in philosophy of teaching paper are ineffective in conveying ideas and are not varied enough to become compelling to the reader	/4
	Philosophy of teaching paper sources are referenced and formatted appropriately in all instances	Philosophy of teaching paper sources are largely referenced and formatted appropriately with only minor errors	Philosophy of teaching paper source referencing and formatting include numerous errors	Philosophy of teaching paper sources are not referenced or formatted appropriately	/4

	Exceeds expectation 4	Meets expectations 3	Approaches expectation 2	Does not meet expectations 1	Score/ Level
Effective and appropriate sources	Examples and ideas in philosophy of teacher paper are referenced appropriately in terms of connection with concepts as presented	Examples and ideas in philosophy of teacher paper are most often referenced appropriately in terms of connection with concepts as presented	Examples and ideas in philosophy of teacher paper are rarely referenced appropriately in terms of connection with concepts as presented	Examples and ideas in philosophy of teacher paper are not referenced appropriately in terms of connection with concepts as presented	**/4**
	Sources in philosophy of teacher paper are exceptionally varied in order to present cohesive and comprehensive information	Sources in philosophy of teacher paper are varied in order to present cohesive and comprehensive information	Sources in philosophy of teacher paper are only somewhat varied in order to present cohesive and comprehensive information	Sources in philosophy of teacher paper are not varied in order to present cohesive and comprehensive information	**/4**
APA formatting	Philosophy of teacher paper conforms to APA 6th edition in all citations and references	Philosophy of teacher paper largely conforms to APA 6th edition in citations and references	Philosophy of teacher paper conforms on limited basis to APA 6th edition in some citations and references and contains more than three significant errors	Philosophy of teacher paper does not conform to APA 6th edition in citations and references	**/4**
Total: ____ / 36 pts x 2.78 = ____ / 100 pts					

Appendix I
Classroom participation and attendance

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