

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

EDUC 522 (Section 002): Foundations of Secondary Education
3 Credits, Fall 2018
Wednesdays 7:20 – 10:00 PM, Peterson Hall 2408 – Fairfax Campus

Faculty

Name: Brian Mandell, PhD, Adjunct Professor
Office Hours: By Appointment
Office Location: Peterson Hall 2408
Office Phone: By Appointment
Email Address: Bmandell1@gmu.edu

Prerequisites/Corequisites

None

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.

Course Overview

"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 (10 hours in the classroom and 5 hours of community mapping); with assistance from the Clinical Practice Office, we will identify a classroom where you can complete this experience.

Course Delivery Method

For nine sessions our class will meet face-to-face on the Fairfax campus (Peterson Hall 2408) and for the five sessions via asynchronous means (Blackboard and/or other technologies).

Learner Outcomes

Upon completing this course, students will be able to:

1. acknowledge and evaluate the varied, competing, and changing purposes of American public education (Social Justice);
2. 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);
3. recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration)
4. 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);
5. analyze teaching behaviors and categorize them according to their relationships to researchbased practice and major educational philosophies (Social Justice, Collaboration);
6. examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (Research-Based Practice)
7. take positions on selected issues in education and analyze how those positions relate to teaching style preferences (Collaboration);
8. 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 (INTASC):

Upon completion of this course, students will have met the following professional 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,

crossdisciplinary 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

Gorski, P. & Zenkov, K. (Eds). (2014). *The big lies of school reform: Finding better solutions for the future of public education*. New York: Routledge.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management* (2nd ed). Fairfax, CA: Conscious teaching.

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

Course Performance Evaluation

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Lesson Plan 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.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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: Community Project (100 points total–30 points from each assignment and 10 point presentation)

At the beginning of the semester you will be divided into groups for the purposes of developing a "Community Mapping" project, See Appendix A. Each group will be assigned to develop a community map of one of our partner schools: Loudoun County, Lake Braddock, TC William, Osbourn Park, Mt. Vernon, or Chantilly. There may be exceptions to this under certain circumstances. The community mapping project will include three assignments (A, B, & C) and a final product to be part of a gallery exhibit at our final class. The three assignments required during the course will be due:

Assignment A:

Tasks:

- Review a map of the community from the Internet. Identify the community networks and resources available to students and their teachers.
- Identify community assets that students from this school community may bring with them to school and to your classroom.

Product:

- Provide visuals and an overview of the school district. Explore demographics and any facts that might be important to know about the community your students will come from. Some demographics could include:
 1. What are the school's racial or ethnic demographics?
 2. What are the students' socioeconomic statuses? (hint: look at the percentage of students who receive free or reduced lunch?)
 3. What percentage of students are English Learners?
 4. What percentage of students have IEP?
 5. What percentage of students are in Honors, IB, and/or AP courses?
 6. What other demographic information do you think is relevant?

Assignment B:

Tasks:

- From your community map, consider places you might explore that will provide you a greater understanding of the community. Take some time to drive around the community to get a sense of

where places are. What might be interesting places to explore and document? Where might you find students gathering outside of school? And where might community assets be found?

- Thinking about each site you intend to visit, write a list of questions you might ask people at these sites. Write questions that will help you identify assets.
- Tour the community and stop at designated sites and others you determine along the way. Talk to the people you meet about the community and the school. Be sure to capture images that you can use to illustrate what you find.

Product:

- Provide an understanding of the community places where students may frequent outside of school including community centers, parks, churches etc...
- Report on whether there are different community hubs within the school district? Consider what these community places might say about the makeup of the school district. Present accordingly.

Assignment C:

Tasks:

- While you are at your fieldwork school, ask questions whenever possible. Find out where students live, work, play, do business, pray and otherwise engage in the community. In effect, which places are essential to their functioning and well-being, their surviving and thriving in their community?
- Make a list of places students, teachers, and other members of the community tell you are important places where students gather and interact.

Product:

- Include student vignettes that communicate something about their community.
- Present the different spaces.
- Present how this may play a part of their school experience.

Each time you present information on your community, you are to provide a prompt(s) to course-mates to facilitate discussion, and monitor responses. Once prompts are 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 community. 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 #2: Classroom Management Paper (75 points)*

As a precursor to the teaching philosophy paper, the goal of this paper is to discuss your current philosophy of classroom management and the ideas that you have to manage your current and/or future classroom. It should include the following components: (1) philosophy overview (2) Classroom expectations/rules (3) Classroom procedures (4) Rewards / Positive Reinforcement (5) Possible resources and assistance with challenging behaviors. The paper will be 4 – 8 pages double spaced (see Appendix B for the rubric).

Assignment #3: A Philosophy of Teaching Paper (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 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 (see Appendix C).

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 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 learning theories do you most strongly identify with and why?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- 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: Field Experience Report including "Critical Incidents Reflections and Images" (CIRIs) (45 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 engage in a 15-hour field experience (10 hours of observations). 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 D-1, D-2 & D-3). 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 E). 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 assignment (a maximum of **seven double-spaced pages**), you will analyze and compare field notes in order to develop a paper that synthesizes your experiences. 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. For additional ideas, please see Suggested Field Experience Activities (Appendix F).

Summary: Please scan (PDF) the following parts of the Field experience report and submit it on Blackboard (Appendix G):

1. Field Experience Hours / Activities Log (Appendix D-3)
2. 2-3 Critical Incidents Reflections (Appendix E)
3. 2-3 Artifacts (that support the CIRs and/or Observation Notes)
4. At least two Observation Notes (Appendix G)
5. Written report/reflection

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 (Appendix I). 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.

Course Performance Evaluation Weighting

Community Project Presentation & Participation	100 points
Teaching Philosophy Paper.....	100 points
CIRIs and Field Experience Report	45 points
Classroom Management Paper.....	75 points
Classroom participation and activities.....	30 points

Total = 350 points

Grading Policies

95 – 100% (332.5-350 Points)	A
90 – 94% (313.5-332 Points)	A-
88 – 89% (306.5-313 Points)	B+
84 – 87% (292.5-306 Points)	B
80 – 83% (279-292)	B-
78 – 79% (271.5-278.5)	C+
74 – 77% (258.5 – 271)	C
Below 74% (below points)	Not passing

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/nationsreportcard/>
- 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/>

Virginia State Standards

- Virginia Department of Education: <http://www.pen.k12.va.us/>
- State of Virginia, Standards of Learning Resources and Test Information: <http://www.pen.k12.va.us/testing/index.shtml>

Professional Dispositions

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

Class Schedule

Details	Topics and Guiding Questions	Assignment(s)	Reading(s)
Week #1 August 29th	Foundation of school Course Introduction		<ul style="list-style-type: none"> • Wheatley, Willing to Be Disturbed (Read in Class)
Week #2 September 5th	Foundation of school: Purposes of school & Teacher Identity Guiding question(s): What are our students' relationships to school? What are the purposes of school? Who are we as educators?		<ul style="list-style-type: none"> • Conscious CI Mgt 1-5 • Greene, M., Teaching as possibility: A light in dark times • Peterson, M., The purpose of schools
Week #3 September 12th	Foundation of Classroom Management: Proactive Approaches Guiding question(s): What are the ways to run an effective classroom management classroom? Rules and procedures do you have?		<ul style="list-style-type: none"> • Conscious CI Mgt 6-11 • <i>Motivation</i>, Ch. 1-2

Week #4 September 19th	Foundation of Classroom Management: Interventions and Supporting Challenging Learners Guiding question(s): What are the ways to support challenging learners? What are resources that a teacher can seek out?		<ul style="list-style-type: none"> • Conscious Cl Mgt 13-15 & 17 • Greene, R., Frequent flyers
Week #5 September 26th	Foundation of school: Poverty and class Guiding question(s): Who are our students? How will we build a classroom community that honors our students' cultures and lives? How will we manage our teaching and students' learning? How do we organize our schools and classrooms to best serve our students and our profession?		<ul style="list-style-type: none"> • <i>Big lies</i>, Ch. 1 & 2 • <i>Haberman "Pedagogy of poverty"</i>
Week #6 October 3rd	Virtual engagement	<i>Classroom Management Paper due</i>	
Week #7 October 10th	Foundation of school: Diversity in our classrooms Guiding question(s): How do we teach and organize our classes to best honor all of our students? What are the assumptions our teaching practices and education policies make about our students and their communities? How do we support diverse learners?		<ul style="list-style-type: none"> • Pace, D., Best practice: The best use of explicit instruction • Ladson-Billings, G., Culturally relevant pedagogy • Paris, D., Culturally sustaining pedagogy
Week #8 October 17th	Virtual engagement - Foundation of school: Tracking & Differentiating Instruction Guiding question(s): What are the assumptions our teaching practices and education policies make about school organization? Why and how do you differentiate instruction?		<ul style="list-style-type: none"> • <i>Big lies</i>, Ch. 9 • Tomlinson <i>"Goals of Differentiation"</i>

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Week #9 October 24th	Virtual engagement – Work on Community Project		
Week #10 October 31st	Virtual engagement - Work on Community Project	Teaching Philosophy Paper due	
Week #11 November 7th	Foundation of school: Discussion Methods Guiding question(s): What are the most important skills our students need to be empowered citizens, 21 st century learners and productive members of society?		<ul style="list-style-type: none"> • Slavin, R. (2014), Cooperative Learning • <i>Motivation</i>, Ch. 5
Week #12 November 14th	Foundation of school: Assessment Foundation of teaching: Formative and summative assessments Guiding question(s): What is the best evidence of our students' learning?		<ul style="list-style-type: none"> • <i>Big lies</i>, Ch. 6 • McTighe, J. & O'Connor, K., (2005), <i>Effective Learning</i>
Week #13 November 21st	Thanksgiving break - No class		
Week #14 November 28th	Virtual Engagement	Field Experience Report due	

Week #15	Foundation of school: School reform and federal policies		
Dec. 5th	<p>Field Experience Review Course "take-aways"</p> <p>Guiding question(s): Who are you now as a teacher? What roles will you and your students play in considering, contributing to, and challenging education policies? How will you engage with your "publics" to best serve your students, yourself, and your schools' constituents?</p>		<p>Community Project presentations</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/themason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubrics

Appendix A Community Project (100 points)

For the "Community Mapping" project you must spend a minimum of five of your required fifteen fieldwork hours in community contexts around your fieldwork school. The rationale behind this project is that all communities have assets and resources that students bring into the schools, are part of the schools, and can assist the school's stakeholders (teachers, students, parents). You will collect information from the communities from the communities around your fieldwork school and provide online resources that might aid in your teaching as well as assist your students and your students' families in the future. Groups are tasked with developing response prompts meant to challenge community perceptions and expand understandings of community contexts. The overall goal of this project is to: Gain a respect for and a knowledge of the people and resources in the community surrounding your school.

Appendix B

Classroom Management Paper

	Excellent = 9-10 pts. each	Pass = 8 pts. each	Inadequate = 7 pts. or below
Personal theory	This section is stated with clear, concise personal beliefs and theories about classroom management	Personal theory of Classroom Management is somewhat evident by brief descriptions included in this assignment	Is clear that the teacher does not have a Personal Theory of Classroom Management
Classroom Environment	This section includes two to three examples of evidence that the teacher understands importance of providing a safe environment for learning	Teacher includes one example of evidence that there is understanding of the importance of providing a safe learning environment	It is evident that the teacher does not understand the importance of a safe environment for learning.
Behavior Management	This section includes ample evidence of incentives, consequences, and documentation for both students and parents	Teacher has provided limited samples of evidence that she/he understands behavior management styles/disciplines.	There is no evidence of behavior management styles/strategies.
Rules, Routines, Procedures	Teacher provides effective evidence that is well planned and consistence with the instructional day.	Managing time during the instructional duty day is somewhat well-planned and consistent.	Planning or consistent rules and routines as well as time management is not evident
Instructional Strategies	There is evidence of clear understanding of instructional strategies that contribute to classroom management.	Understanding of instructional strategies is somewhat disconnected and unclear.	Understanding of instructional strategies that contribute to classroom management are unclear and non-existent.
Relationships	This section describes in detail the student to student relationships and teacher to student relationships.	This section describes the student to student relationships and teacher to student relationships.	This section describes limited the student to student relationships and teacher to student relationships.
Reflection	It is clear that the teacher is capable of reflective thinking to evaluate classroom management.	Teacher reflection is not complete enough to evaluate classroom management.	Reflective thinking is not effective for evaluation of classroom management.
APA (5 points)	Conforms to APA 6 th edition in all citations and references (4.5-5 points)	--Conforms to APA 6 th edition in citations and references with no more than three errors	--Does not conform to APA 6 th edition in citations or references

____ / 75 points

Appendix C Philosophy of Teaching Paper Rubric

These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf. Each standard is listed below and rows have been developed to assess specific elements in each standard.

This assessment also meets the Virginia Department of Education (VDOE) Standards for Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. Virginia Department of Education's technology standards for educators are assessed at the end of this document.

Standards:

- InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5
- VDOE Standards: 1, 2, 3, 4, 5, 6 **Themes:**

B) Technology

C) Diversity

D) College & Career Ready

Scoring Guidelines:

4 (Exceeds Standard): Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in the program. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3 (Meets Standard): This is the TARGET score. This score reflects that candidates have met the standards at the level expected at this point in the program. Candidates who receive a 3 have successfully met the standard.

2 (Approaches Standard): Candidates receive their score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.

1 (Does Not Meet Standard): Candidates who do not submit work; and/or who submit work that is clearly below the expectations for a candidate at this point in the program. *Each InTASC standard is out of 10 points

Appendix D-1

Field Experience Letter

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 (10 observation hours). 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 10 hours of tutoring, observation, and general interaction with students in your classroom
2. All of these 10 hours must involve direct 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 minimum 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 Mandell, PhD

Adjunct Professor, College of Education and Human Development

Bmandell1@gmu.edu

**Appendix D-2 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 10-hour observation hours in my classroom.

I understand that this Mason student will work with me and my students over a minimum of two 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 D -3 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 10 hours of observation hours, 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 E Critical Incidents Reflection

<p><u>Critical Incidents</u> 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?</p>	
<p><u>Burning Issues/Questions</u> What issues or concerns can you identify from your recent work in schools?</p>	
<p><u>"Best Practice" Tips</u> What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?</p>	
<p><u>Philosophy-in-Action</u> How has what you've witnessed or done in schools impacted your evolving philosophy of education and your answers to these philosophy questions?</p>	
<p><i>Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes</i></p> <p><i>Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes</i> Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):</p>	

Appendix F 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 G
Observation Notes

Focus	Questions to Consider	Evidence /Reflection
Teaching processes and practices	<p>How does the teacher begin the lesson?</p> <p>How does the teacher convey the objective for the day?</p> <p>How does the teacher transition between activities?</p> <p>What strategies does the teacher use to facilitate the lesson (e.g. connecting to prior knowledge, culturally relevant examples, modeling, investigation, independent practice, etc.)?</p> <p>What routines / procedures were observed during your visit?</p> <p>How does the teacher bring closure to the lesson?</p>	
Student-teacher interactions	<p>How does the teacher facilitate whole-class discourse?</p> <p>How does the teacher encourage disengaged/reluctant students?</p> <p>How does the teacher work with students who move quickly and/or more engaged or appear more academically advanced than other students in class?</p> <p>What kinds of questions does the teacher ask during instruction (e.g. open-ended, closed, higher order)?</p> <p>How did the teacher keep students engaged throughout the lesson?</p> <p>Was there a pattern of whom the teacher called on? What was it?</p> <p>How does the teacher manage wait time?</p>	

Focus	Questions to Consider	Evidence /Reflection
Student-student interactions	<p>What is the primary way that students communicate during class (i.e. whole group, small group, combination)?</p> <p>What was the nature of the talk between and among students (e.g. sharing answers, discussing problem solving strategies)?</p> <p>How are students arranged for instruction?</p> <p>What do students do when they disagree with each other?</p>	
Teaching and learning with technology	<p>What technology was available in the classroom?</p> <p>Did the teacher utilize the available technology?</p> <p>Did the teacher seem comfortable with the technology?</p> <p>Besides technology, did the teacher use any other teaching tools (such as manipulatives)?</p>	
Focus	Questions to Consider	Evidence
Teacher interactions with students with special needs	<p>What kinds of learning needs were represented in the classroom?</p> <p>Was the class co-taught? If so, what was the instructional style of the co-teachers?</p> <p>What kind of accommodations / modifications for students with special needs did you observe during the lesson?</p>	
Teacher interactions with diverse populations	<p>Were there any English language learners (ELLs) in the classroom?</p> <p>Was there an ELL support staff or co-teacher? If so, what was instructional style of the two teachers?</p> <p>Did the teacher consider cultural differences during instruction? How so?</p> <p>Did the teacher use culturally relevant examples during instruction?</p>	

Appendix H
Field Experience Report

	Exemplary (14-15)	Proficient (13)	Emerging (12 or below)
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 _____ / 45 points Comments: _____

Appendix I

Classroom participation and attendance

Exemplary (28.5 – 30 points)	Proficient (27 – 28 points)	Emerging (26.5 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.