

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

EDUC 422.002/522.002 - Foundations of Secondary Education

3 Credits, Fall 2019

Wednesdays 7:20 – 10:00 PM, August 28 – December 11, Innovation Hall 330

Faculty

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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. Notes: 15 hours school-based field experience required.

Course Overview

“Foundations of Secondary Education” (EDUC 422/522) 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 project); with assistance from the Clinical Practice Office, we will identify a classroom where you can complete this experience.

Course Delivery Method

For ten sessions our class will meet face-to-face on the Fairfax campus (Innovation Hall 328) and for the four 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 research-based 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 (Interstate Teacher Assessment and Support Consortium 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, 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

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

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

Recommended Text

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

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, A Philosophy of Teaching Paper, 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 (90 points total)

At the beginning of the semester you will be divided into groups for the purposes of developing a “Community Mapping” project, see ‘Assignment’ in Blackboard for additional details. Each group will be assigned to develop a community map of one of our partner schools: Loudoun County, Lake Braddock, TC Williams, Osbourn Park, Mt. Vernon, or Chantilly. There may be exceptions to this under certain circumstances. The Community Mapping project will include multiple assignments due throughout the semester and a final product to be part of a gallery exhibit at our final class (See ‘Assignments’ on Blackboard for the rubric and specific requirements).

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 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.

Assignment #2: Classroom Management Paper (70 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 ‘Assignments’ on Blackboard for the rubric and specific requirements).

Assignment #3: A Philosophy of Teaching Paper (70 points)

In 5-7 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 pages 2-4 of this 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 ‘Assignments’ and Appendix A on Blackboard for the rubric and specific requirements).

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 B-1, B-2 & B-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 D).

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

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

Assignment #5: Current Education Issue Handout and Presentation (25 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. You will be paired with a peer and choose a current educational issue from below. You must research the topic to facilitate a 10-minute discussion in pairs. Please also prepare at least two questions for class discussion (5 minutes). Please also prepare a one-page handout (no more than front and back) including a bibliography to be handed out to lead the class in a discussion. Presentation is 15 minutes max. You may choose your own topic, but it must be approved by the professor.

Topic choices include but are not limited to:

- Response to Intervention (RTI) / Multi-tier Systems of Support (MTSS)
- Parent-Teacher Conferences
- College and Career Readiness
- Achievement Gap
- Technology in the classroom – select a specific focus
- Positive Behavioral Interventions & Supports (PBIS)
- Every Student Succeeds Act
- Cooperative Learning Approaches
- Co-teaching Models
- International Baccalaureate (IB) program
- Supporting English Language Learners
- Carol Ann Tomlinson, differentiated instruction expert
- Linda Darling-Hammond, teacher evaluations expert
- Django Paris – Culturally Sustaining Pedagogy

Class participation with learning experiences and expectations

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.

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	90 points
Classroom Management Paper	70 points
A Philosophy of Teaching Paper	70 points
Field Experience Report with CIRI	45 points
Current Issues Handout & Presentation	25 points
	Total = 300 points

Grading Policies

95-100% = A

90-94% = A-

88-89% = B+

84-87% = B

80-83% = B-

78-79% = C+

Below 77% = F

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>

Professional Dispositions

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

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Date	Topics and Guiding Questions	Readings & Assignments Due By Start of Class
Week #1 August 28th	Foundation of school Course Introduction We will read in class: Wheatley, M. (2002). Willing to be disturbed. In <i>Turning to one another: Simple conversations to restore hope to the future</i> (pp. 89-92). San Francisco: CA. Berrett-Koshler.	Read the syllabus.
Week #2 September 4th	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?	Conscious Classroom Management Chapters 1-5 Greene, M. (1997). Teaching as possibility: A light in dark times. <i>Journal of Pedagogy, Pluralism & Practice</i> , 1(1), 1-11. Peterson, M. (2009). The purpose of schools.
Week #3 September 11th	Foundation of Classroom Management: Proactive Approaches Guiding question(s): What are the ways to run an effective classroom management classroom? What rules and procedures do you have?	Conscious Classroom Management Chapters 6-11
Week #4 September 18th	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?	Conscious Classroom Management Chapters 13-15 & 17 Greene, R. (2010). Calling all frequent flyers. <i>Educational Leadership</i> , 68(2), 28-34.
Week #5 September 25 th	Community Based Field Experiences Guiding question(s): Who am I as a learner? As an aspiring teacher? How do my life experiences impact my future classroom? What is self-reflection? Does it matter?	Seidl, B. & Friend, G. (2002). Leaving authority at the door: Equal-status community-based experiences and the preparation of teachers for diverse classrooms. <i>Teaching and Teacher Education</i> . 18. 421-433.

<p>Week #6 October 2nd</p>	<p>Building Awareness and Knowledge of Culturally and Linguistically Diverse Students</p> <p>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?</p>	<p>Culturally Responsive Teaching & The Brain Chapters 1-4</p>
<p>Week #7 October 9th No F2F class</p>	<p>Virtual engagement - Work on finishing your Classroom Management Paper</p>	<p>Classroom Management Paper due by 10 pm on Friday, October 11.</p>
<p>Week #8 October 16th</p>	<p>Equity: Supporting All and Challenging All Learners by Building Learning Partnerships</p> <p>Guiding question(s): What does it mean to create an equitable classroom that supports all and challenges all?</p>	<p>Culturally Responsive Teaching & The Brain Chapters 5-7</p> <p>Teaching Philosophy Paper Outline due by 7 pm on Wednesday, October 16.</p>
<p>Week #9 October 23rd</p>	<p>Continuation on Equity:</p> <p>Guiding question(s): What are the assumptions our teaching practices and education policies make about our students and their communities?</p>	<p>TBA</p>
<p>Week #10 October 30th No F2F class</p>	<p>Virtual engagement - Work on Community Project</p>	<p>Teaching Philosophy Paper due by 10 pm on Friday, November 1.</p>
<p>Week #11 November 6th</p>	<p>Foundation of Discussion Methods</p> <p>Guiding question(s): What are the most important skills our students need to be empowered citizens, 21st century learners and productive members of society?</p>	<p>Slavin, R. (2014). Making cooperative learning powerful. <i>Educational Leadership</i>, 72(2), 22-26.</p>
<p>Week #12 November 13th</p>	<p>Foundation of Assessment Practices Foundation of teaching: Formative and summative assessments</p> <p>Guiding question(s): What is the best evidence of our students' learning?</p>	<p>McTighe, J. & O'Connor, K. (2005). Seven practices for effective learning. <i>Educational Leadership</i>, 63(3), 10-17.</p>

<p>Week #13 November 20th</p> <p>No F2F class</p>	<p>Virtual Engagement - work on Field Experience Report</p>	<p>Field Experience Report Due by 10 pm on Friday, November 22.</p>
<p>Week #14 November 27th</p> <p>No F2F class</p>	<p>Thanksgiving break - No class</p>	
<p>Week #15 Dec. 4th</p>	<p>Foundation of school: School reform and federal policies</p> <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 in class</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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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://coursesupport.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/students/> .

Assessment Documents

Appendix A

Philosophy of Teaching Paper Document

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 www.ccsso.org/Documents/2011/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 B-1

Field Experience Letter

Dear educator:

My name is Tom Opfer. I'm an adjunct professor at George Mason University, and I write as the instructor for EDUC 422/522, "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 422/522 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,

Tom Opfer, PhD
Adjunct Professor, College of Education and Human Development
topfer2@gmu.edu

Appendix B-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 B -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. Opfer.

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Dates	Activities as an observer	Activities as Participant	Hours

GMU student signature: _____

Teacher Mentor signature: _____

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

Appendix D

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 422/522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix E

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>	

