

George Mason University
College of Education and Human Development
Secondary Education

EDUC 422.A01/522.A01– Foundations of Secondary Education
3 Credits, Summer 2020
Monday and Wednesday- synchronous 7:20-10:00; Friday-asynchronous

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.

Course Overview

Foundations of Secondary Education 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.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
 - The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Acknowledge and evaluate the varied, competing, and changing purposes of American public education.
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.
3. Recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. Be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. Analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies.
6. Examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.

7. Take positions on selected issues in education and analyze how those positions relate to teaching style preferences.
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?

Professional Standards: InTASC Model Core Teaching Standards and Learning Progressions for Teachers.

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

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.

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 Textbook

Whitaker, T., Good, M.W., & Whitaker, K. (2019). *Classroom management from the ground up*.

Routledge. [A freely accessible e-book from GMU Libraries will be available through Blackboard.](#) Students may wish to purchase a hard copy at their own discretion.

Additional Texts

These texts will be freely accessible as PDFs on Blackboard:

Bullough, Jr., R.V. (2020). Testing, best practices, and the teacher intellectual. *Phi Delta Kappan*, 101(7), 17-21.

- Carter Andrews, D.J. & Gutwein, M. (2017). "Maybe that concept is still with us" Adolescents' racialized and classed perceptions of teachers' expectations. *Multicultural Perspectives*, 19(1), 5-15.
- DeMink-Carthew, J. & Bishop, P.A. (2017). Passion is not enough: Preparing middle level preservice teachers to be advocates for change. *Middle School Journal*, 48(2), 14-23.
- DuFour, R. (2015). How PLCs do data right. *Educational Leadership*, 73(3), 22-26.
- Hargreaves, A. & O'Connor, M.T. (2018). Solidarity with solidarity: The case for collaborative professionalism. *Phi Delta Kappan*, 100(1), 20-24.
- Jagers, R.J., Rivas-Drake, D., & Williams, B. (2018). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162-184.
- Leo, A., Wilcox, K. C., & Lawson, H. A. (2019). Culturally responsive and asset-based strategies for family engagement in odds-beating secondary schools. *School Community Journal*, 29(2), 255-280.
- McEvoy, A. (2014). Abuse of power. *Teaching Tolerance*, 48. Retrieved from <https://www.tolerance.org/magazine/fall-2014/abuse-of-power>
- Mesa, J.C. & Pringle, R.M. (2019). Change from within: Middle school science teachers leading professional learning communities. *Middle School Journal*, 50(5), 5-14.
- Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 93(3), 134-140.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.
- Rupenthal, M. & Furuness, S. (2020). Middle school curriculum aimed at developing agents of change. *Middle School Journal*, 51(1), 5-11.

- Sheridan, L. & Young, M. (2017). Genuine conversation: The enabler in good mentoring of pre-service teachers. *Teachers and Teaching: Theory and Practice*, 23(6), 659-673.
- Stelitano, L., Russell, J. L., & Bray, L. E. (2020). Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools. *American Educational Research Journal*, 57(2), 535–575.
- Townsend Walker, B.L. (2020). “Loud, proud, and love a crowd:” African American girls and school discipline practices. *Middle School Journal*, 51(1), 12-18.
- Whitaker, T. (2020). *What Great Teachers Do Differently: Nineteen Things That Matter Most*. New York, Routledge (pp. 12-29): “The Power of Expectations;” “If You Say Something, Mean It;” and “Prevention versus Revenge.”

Course Performance Evaluation

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

- **Assignments and/or Examinations**

Assignment #1 – Multigenre Blog Assignment: 50% of course grade

50 points = Five weekly submissions (10 points per week)

50 points = Holistic blog evaluation (50 points)

Description: Candidates will draw from course readings, discussion, and activities to develop a Multigenre Blog representing their teaching philosophy.

1. Each week, candidates will develop three (3) entries to submit to the blog, for a total of fifteen (15) entries by the end of the course.
2. Entries should be grounded in course concepts and show evidence of thoughtful, reflective consideration of weekly topics.
3. Be imaginative and creative.
4. Candidates must include a minimum of five (5) different genres (see below).

Possible genres include: an interview, speech, poem, monologue, editorial, book review, research piece, newspaper article, pamphlet, auto/biography, cartoon/comic strip, encyclopedia entry, time line, news cast, poster, infographic, lesson plan, letter, dialogue journal, diary entry, transcript, photograph, Twitter feed, podcast recording, Prezi, spoken word performance, painting/picture, etc.

Rationale: To articulate and examine your evolving beliefs about teaching and learning.

Developing a teaching philosophy is recognized as a process of articulating and grounding your teaching in a professional vision of what you believe teaching and learning to be. It allows you to continually examine, reflect, and refine your philosophy as you gain understanding and insights from your professional experiences. A *multigenre blog* is defined as a collection of self-contained pieces, representing multiple genres, united by a common theme. Each piece included in the collection should represent an aspect of your teaching philosophy, and be drawn from your research, experience, and class discussions. Using the multigenre approach allows for creativity and innovation as you answer the question “What is my philosophy of teaching?”

Evaluation criteria: See rubric posted on Blackboard

1. Quality of blog posts (clarity, detail, effort)
2. Content of blog posts (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected.
4. Evidence of engagement with practitioners.

Process: Submit blog post on Blackboard by 11:59 pm (Friday/Sat) which includes all of the following items in the post:

1. Weekly statement (200-250 words)
 - i. **Summarize** and **describe** the three pieces for readers to help them make connections between the week’s course topic and your three pieces.
 - ii. **Explain** your process in creating these interconnected pieces.
 - iii. **Reference** a minimum of three (3) readings that informed your thinking for the week.
 - iv. **Cite** references in APA Style 7th Edition at the end of the statement.
2. Three multigenre pieces (various formats, including at least one from each of the following five categories throughout the five weeks)
 - i. One piece which conveys interactions between more than one actor/agent (or teacher, student, parent, etc.). Some possible genres: dialogue, poem for two voices, comic strip, spoken conversation, e-mails, instant messages.
 - ii. One piece which conveys research information. Some possible genres: diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column, summary of research/journal article.
 - iii. One piece using a genre appropriate to communicating the information and/or ideas of your inquiry and research. Some possible genres: student work, lesson plan, interview transcript, summary of research/journal article, diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column.
 - iv. One piece which allows you to consult and depict the “other side of the issue” (opposing viewpoint). Some possible genres: point-counterpoint, cable television pundits, science fiction, fantasy, drama, public radio talk show, editorial, public or community hearing transcript.
 - v. One piece which allows you to integrate multimedia (e.g., podcast, iMovie, Digital Story, Screencast, New Literacies) into your project.

Reference: Assignment adapted from <https://wisconsinenglishjournal.org/2017/06/06/carlson-2/>

Assignment #2 – Clinical Groups Assignment: 50% of course grade

100 points = Five Digital Debriefs (20 points per debrief)

Description: Candidates will collaborate with group members each week to develop a debrief of their clinical experience.

Rationale: To model and practice the deliberative skills needed for Professional Learning Communities and other collaborative professional growth for faculty in schools.

Evaluation criteria: See rubric posted on Blackboard

1. Quality of digital debriefs (clarity, detail, effort)
2. Content of digital debriefs (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected
4. Evidence of engagement with practitioners

Process: Each week, candidates will need to do the following:

STEP ONE: Individually, search, select, and read a relevant article, essay, news story, or other text that relates to the week's topic in some way

STEP TWO: Individually, read the assigned chapter from the course textbook *Classroom Management from the Ground Up*

STEP THREE: Individually, view assigned videos related to the week's topic

STEP FOUR: Individually, reach out to practitioners related to the week's topic to gain professional wisdom

STEP FIVE: Meet with Clinical Group members on Blackboard Collaborate Ultra for a recorded group meeting during assigned time to discuss the following:

1. Each member summarizes and reports out on their relevant text related to this week's topic (e.g. an article, an essay, a news story, or an op-ed letter from a professionally appropriate source such as *Education Week*; *the Washington Post*; *NEA Today Magazine & Blog*; *Edutopia*; *TEACH Magazine*, etc.)
2. The group discusses the assigned chapter from the course textbook using the provided discussion prompts
3. The group discusses how the assigned videos relate to the week's topic using the provided discussion prompts
4. The group discusses insights, ideas, and comments from conversations with practitioners

STEP SIX: During the meeting time on Blackboard Collaborate Ultra, the Clinical Group members prepare a digital debrief of what they discussed and learned. This digital debrief will be posted for the course instructor (in Groups area for scoring/evaluation) and other students to view (on the Digital Debrief Discussion Board)

1. The digital debrief should be 5-7 minutes in length using the "Here's What/So What/Now What" protocol.

2. It can take the form of a group video, an audio/podcast recording, a narrated deck of PowerPoint slides, a screencast, or any other digital medium the group chooses.
3. Submit the digital debrief on the weekly Digital Debrief Discussion Board space and in the Group assignment space on Blackboard by 11:59 pm (Wednesday/Thursday).

- **Other Requirements**

Student engagement in this course is essential to the teaching-learning process.

Engagement involves attendance, timeliness, and active participation. Class attendance (synchronous and asynchronous) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers. Candidates who are absent for any portion on a synchronous class session (Mondays or Tuesdays) will be asked to write a two-page summary reflecting on the assigned readings and topics for that week. Candidates who are absent for any portion on a synchronous Clinical Group class session (Wednesdays or Thursdays) will be asked to view their group's Digital Debrief and produce their own Digital Debrief that incorporates a reflection on what their group members discussed during the candidate's absence.

- **Grading**

Graduate:	Undergraduate:
A = 95-100%;	A = 93-100%;
A- = 90-94%;	A- = 90-92%;
B+ = 87-89%;	B+ = 86-89%;
B = 83-86%;	B = 82-85%;
B- = 80-82%;	B- = 80-81%;
C = 70-79%;	C = 70-79%;
F = Below 70%	D- 60-69%
	F = Below 60%

IN: Incomplete

AB: Absent with permission

Professional Dispositions

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

Class Schedule

WEEK 1: JUNE 1 THROUGH JUNE 6

Disposition: The Profession of Teaching & Teacher Professionalism

(1) *What does it mean to be a teacher in 2020?*
 (2) *What is the purpose of secondary education in the past, present, and future?*
 (3) *What are the traits of professionalism for a new educator?*

Course Learning Outcome #1: “acknowledge and evaluate the varied, competing, and changing purposes of American public education”

Course Learning outcome #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”

#1	Meet on Blackboard Collaborate from 7:20 to 9:00 <ol style="list-style-type: none"> 1. Remind students to post Introductory Video (10 min) 2. Conversation: <i>What Does It Mean to Be a Teacher in 2020?</i> (30 min) 3. Small Group Explanation (15 min) 4. Activity: “<i>Getting to Know Your Group</i>” (15 min) 5. Multigenre Overview (30 minutes) 6. Optional Syllabus Q&A/Office Hour Time (at 9:00)
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#2	Clinical Group Meets on Blackboard Collaborate from 7:20 to 9:00 <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapters 1 and 2 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Produce Clinical Debrief to share (5-7-minute summary)
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To Do	<ol style="list-style-type: none"> 1. Read the list of “Cardinal Principles of Secondary Education” (NEA, 1918) and compare and contrast what it presents as the purposes and outcomes of secondary education with the “FCPS Portrait of a Graduate” list (FCPS, 2014) 2. Read “This I Believe” statement from the Association for Middle Level Education 3. Bullough, Jr., R.V. (2020). Testing, best practices, and the teacher intellectual. <i>Phi Delta Kappan</i>, 101(7), 17-21. https://journals-sagepub-com.mutex.gmu.edu/doi/pdf/10.1177/0031721720917524
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WEEK 2: JUNE 8 THROUGH JUNE 13

Disposition: Advocacy and Support with Students and Families
 (1) *How do teachers advocate on behalf of students and families?*
 (2) *How do teachers understand student issues, challenges and identities?*
 (3) *How do teachers interact with families and community resources?*

Course Learning Outcome #3 “recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability”

Course Learning Outcome #4: “be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools”

#1	<p>Meet on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Check-In/Housekeeping (10 min) 7:20-7:30 2. Content Conversation (30 min) 7:30-8:00 3. Group Activity (20 min) 8:00-8:20 4. Preparing for the Week’s Content (20 min) 8:20-8:40 5. Breakout Group Sharing (20 min) 8:40-9:00 6. Optional Q&A/Office Hour Time at 9:00
#2	<p>Clinical Group Meets on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 3 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Produce Clinical Debrief to share (5-7-minute summary)
To Do	<ol style="list-style-type: none"> 1. Leo, A., Wilcox, K. C., & Lawson, H. A. (2019). Culturally Responsive and Asset-Based Strategies for Family Engagement in Odds-Beating Secondary Schools. <i>School</i> http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eh&AN=140403960&site=ehost-live <i>Community Journal</i>, 29(2), 255–280. 2. McEvoy, A. (2014). Abuse of power. <i>Teaching Tolerance</i>, 48. Retrieved from https://www.tolerance.org/magazine/fall-2014/abuse-of-power 3. DeMink-Carthew, J. & Bishop, P.A. (2017). Passion is not enough: Preparing middle level preservice teachers to be advocates for change. <i>Middle School Journal</i>, 48(2), 14-23. https://www.tandfonline-com.mutex.gmu.edu/doi/full/10.1080/00940771.2017.1272914 4. Townsend Walker, B.L. (2020). “Loud, proud, and love a crowd:” African American girls and school discipline practices. <i>Middle School Journal</i>, 51(1), 12-18. https://www-tandfonline-com.mutex.gmu.edu/doi/full/10.1080/00940771.2019.1689776 5. Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. <i>Educational Psychologist</i>, 44(3), 159-175. https://www.tandfonline.com/doi/full/10.1080/00461520903028990

WEEK 3: JUNE 15 THROUGH JUNE 20

Disposition: High Expectations for Student Learning

- (1) How do teachers take responsibility for student learning?
- (2) How do teachers hold high expectations for all learners?
- (3) How do teachers encourage positive classroom interactions?

Course Learning Outcome #5: “analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies”

Course Learning Outcome #6: “examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles”

#1	<p>Meet on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Check-In/Housekeeping (10 min) 7:20-7:30 2. Content Conversation (30 min) 7:30-8:00 3. Group Activity (20 min) 8:00-8:20 4. Preparing for the Week’s Content (20 min) 8:20-8:40 5. Breakout Group Sharing (20 min) 8:40-9:00 6. Optional Q&A/Office Hour Time (at 9:00)
#2	<p>Clinical Group Meets on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 4 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Produce Clinical Debrief to share (5-7-minute summary)
To Do	<ol style="list-style-type: none"> 1. Stelitano, L., Russell, J. L., & Bray, L. E. (2020). Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools. <i>American Educational Research Journal</i>, 57(2), 535–575. https://doi-org.mutex.gmu.edu/10.3102/0002831219859307 2. Rupenthal, M. & Furuness, S. (2020). Middle school curriculum aimed at developing agents of change. <i>Middle School Journal</i>, 51(1), 5-11. https://www-tandfonline-com.mutex.gmu.edu/doi/full/10.1080/00940771.2019.1689775 3. Carter Andrews, D.J. & Gutwein, M. (2017). “Maybe that concept is still with us” Adolescents’ racialized and classed perceptions of teachers’ expectations. <i>Multicultural Perspectives</i>, 19(1), 5-15. https://www-tandfonline-com.mutex.gmu.edu/doi/10.1080/15210960.2016.1263960 4. Whitaker, T. (2020). <i>What Great Teachers Do Differently: Nineteen Things That Matter Most</i>. New York, Routledge (pp. 12-29): “The Power of Expectations;” “If You Say Something, Mean It;” and “Prevention versus Revenge” 5. Jagers, R.J., Rivas-Drake, D., & Williams, B. (2018). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. <i>Educational Psychologist</i>, 54(3), 162-184. https://www.tandfonline.com/doi/full/10.1080/00461520.2019.1623032

WEEK 4: JUNE 22 THROUGH JUNE 27

Disposition: Feedback, Change, & Growth in Teaching
 (1) *How do teachers act on feedback toward improvement?*

- (2) How do teachers engage in professional growth?
 (3) How do teachers use evidence in decision making?

Course Learning Outcome #7 “take positions on selected issues in education and analyze how those positions relate to teaching style preferences”

#1	<p>Meet on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Check-In/Housekeeping (10 min) 7:20-7:30 2. Content Conversation (30 min) 7:30-8:00 3. Group Activity (20 min) 8:00-8:20 4. Preparing for the Week’s Content (20 min) 8:20-8:40 5. Breakout Group Sharing (20 min) 8:40-9:00 6. Optional Q&A/Office Hour Time (at 9:00)
#2	<p>Clinical Group Meets on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 5 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Produce Clinical Debrief to share (5-7-minute summary)
To Do	<ol style="list-style-type: none"> 1. Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. <i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>, 93(3), 134-140. https://www-tandfonline-com.mutex.gmu.edu/doi/full/10.1080/00098655.2020.1751480 2. Mesa, J.C. & Pringle, R.M. (2019). Change from within: Middle school science teachers leading professional learning communities. <i>Middle School Journal</i>, 50(5), 5-14. https://www-tandfonline-com.mutex.gmu.edu/doi/full/10.1080/00940771.2019.1674767 3. Hargreaves, A. & O’Connor, M.T. (2018). Solidarity with solidarity: The case for collaborative professionalism. <i>Phi Delta Kappan</i>, 100(1), 20-24. https://journals-sagepub-com.mutex.gmu.edu/doi/full/10.1177/0031721718797116 4. DuFour, R. (2015). How PLCs do data right. <i>Educational Leadership</i>, 73(3), 22-26. http://web.a.ebscohost.com.mutex.gmu.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=4b32fcd4-39eb-4f3d-8266-e94dd45c94e0%40sessionmgr4006 5. Sheridan, L. & Young, M. (2017). Genuine conversation: The enabler in good mentoring of pre-service teachers. <i>Teachers and Teaching: Theory and Practice</i>, 23(6), 659-673. https://www-tandfonline-com.mutex.gmu.edu/doi/full/10.1080/13540602.2016.1218327?casa_token=AIjklW3OGoaAAAA:muoex1berMXim9TKSakwF-B_pisaF2u4GvIdc_63a2zHq-_E8dTW-ocb_GDlsZXWkjMyAbyoURMMjw

WEEK 5: JUNE 29 THROUGH JULY 3

Disposition: Legal and Ethical Conduct for Teaching

<p>(1) <i>How do teachers exhibit integrity and ethical behavior?</i></p> <p>(2) <i>How do teachers demonstrate fairness and consistency with rules and regulations?</i></p> <p>(3) <i>How do teachers use technology and social media appropriately?</i></p>	
<p>Course Learning Outcome #4 “be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices” in schools”</p>	
#1	<p>Meet on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Check-In/Housekeeping (10 min) 7:20-7:30 2. Content Conversation (30 min) 7:30-8:00 3. Group Activity (20 min) 8:00-8:20 4. Preparing for the Week’s Content (20 min) 8:20-8:40 5. Breakout Group Sharing (20 min) 8:40-9:00 6. Optional Q&A/Office Hour Time (at 9:00)
#2	<p>Clinical Group Meets on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 6 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Produce Clinical Debrief to share (5-7-minute summary)
To Do	<ol style="list-style-type: none"> 1. Read content in the Legal & Ethical Conduct for Teaching content folder (websites, PowerPoint slides, handouts, and articles on Blackboard)

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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