



**College of Education and Human Development  
Elementary Education**

***Introduction to Education: Teaching, Learning and Schools***

**EDUC 200 Section 8**

**3 credits**

**Location: Distance Education/Blackboard**

<b>Instructor</b>	<b>Professor:</b> Dr. Mandy Bean <b>Office Hours:</b> By appointment via internet/phone <b>Office:</b> Thompson 1406 <b>Email:</b> <a href="mailto:abean5@gmu.edu">abean5@gmu.edu</a>
<b>Course Description</b>	Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. <b>Requires 15 hours of school-based field experience during the course. This course fulfills the Mason Core Social and Behavioral Sciences requirement.</b>
<b>Course Methodology And Technical Requirements</b>	<p>This course will be delivered online (76% or more) using 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 August 19, 2020.</p> <p><b>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.</b></p> <p><i>Technical Requirements</i></p> <p>To participate in this course, students will need to satisfy the following technical requirements:</p> <ul style="list-style-type: none"> <li>• High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: <a href="https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers">https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers</a></li> </ul> <p>To get a list of supported operation systems on different devices see: <a href="https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems">https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems</a></p> <ul style="list-style-type: none"> <li>• Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.</li> </ul>

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].  
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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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.

	<ul style="list-style-type: none"> <li>• <u>Netiquette:</u> 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. <i>Be positive in your approach with others and diplomatic in selecting your words.</i> 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.</li> <li>• <u>Accommodations:</u> Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.</li> </ul>
<b>Learner Objectives</b>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how individuals, groups, and institutions are impacted by the educational system.</li> <li>2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning.</li> <li>3. Describe U.S. schools and some of the issues, challenges, and rewards of teaching and learning, and the roles that teachers play within them</li> <li>4. Identify the qualities and dispositions of effective teachers.</li> <li>5. Use appropriate methods and resources to apply social and behavioral science concepts, principles, terminology, and theories to analyze from multiple perspectives the role of the teacher, goals of education and schools, and teacher effectiveness.</li> <li>6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula.</li> <li>7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education.</li> </ol> <p><b><i>This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Explain how individuals, groups or institutions are influenced by contextual factors;</li> <li>2. Demonstrate awareness of changes in social and cultural constructs;</li> </ol> <p>Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.</p>
<b>Required textbook(s) and/or materials</b>	<p>Johnston, P. H. (2012). <i>Opening minds: Using language to change lives</i>. Portland, ME: Stenhouse Publishers.</p> <p>Nieto, S. (2015). <i>Why we teach now</i>. New York: Teachers College Press.</p>
<b>Course Website</b>	<p>Blackboard will be used for this course. You can access the site at EDUC 200, Section 8.</p> <p>NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.</p>
<b>Participation</b>	<p>Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.</p>

	Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.
<b>Rules and Expectations</b>	<p>In correspondence/communication students will be expected to:</p> <ul style="list-style-type: none"> <li>a) Be professional and respectful in correspondence</li> <li>b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, "Poor planning on your part does not constitute an emergency on my part".</li> </ul> <p>In regard to honesty in work students will be expected to:</p> <ul style="list-style-type: none"> <li>a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or "grey area" issues you may have.</li> <li>b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.</li> </ul>
<b>Individuals with Disabilities</b>	Students with documented disabilities should contact the <a href="#">Office of Disability Services</a> (703) 993-2474) to learn more about accommodations that may be available to them.
<b>Academic Integrity and Inclusivity</b>	This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <a href="http://oai.gmu.edu/">http://oai.gmu.edu/</a>
<b>Student Privacy Policy</b>	<p>George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.</p> <p>Please see George Mason University's student privacy policy: <a href="https://registrar.gmu.edu/students/privacy/">https://registrar.gmu.edu/students/privacy/</a></p>
<b>E-Mail Policy</b>	<p>Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.</p> <p>Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.</p>
<b>Course Grading &amp; Evaluation</b>	<p>Students are expected to submit all assignments on time in the manner outlined by the instructor. Blackboard will be used for uploading assignments.</p> <p>Grades will be assigned as follows:</p> <ul style="list-style-type: none"> <li>A: 93.00-100%</li> <li>A-: 89.50-92.99%</li> <li>B+:87.00-89.49%</li> <li>B:83.00-86.99%</li> <li>B-:80.00-82.99%</li> <li>C+:77.00-79.99%</li> <li>C:73.00-76.99%</li> <li>C-:70.00-72.99%</li> </ul>

	D:60.00-69.99% F:0-59.99%		
<b>Assignment Due Dates</b>	Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as <b>beginning at 12:00 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.</b>		
<b>Discussion Board Assignment (1 per lesson): 20% of final grade</b>	<p>Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you disagree with and why, or not understand?</p> <p><b>Initial/Original Post</b> Please post what you view as the appropriate responses to the above prompts. Your initial post should be 150-300 words. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support all posts with appropriate rationale and citations from readings; appropriately document sources.</p> <p><b>Responding to Others</b> Responses to at least two classmates' postings should be approximately 200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments. You will be able to respond to others after you submit your initial post.</p> <p><b>DUE:</b> Each student will make at least one original post by <b>Thursday 11:59 PM, EST</b>, and react to at least two of your peers' posts by <b>Sunday 11:59 PM, EST.</b></p>		
<b>Weekly Blackboard Assignment (1 per lesson): 20% of final grade</b>	<p>Weekly Blackboard assignments are required to be uploaded to Blackboard.</p> <p><b>DUE:</b> Assignments are due by <b>Sunday, 11:59 PM, EST.</b> Refer to the course schedule and weekly lessons for details.</p>		
<b>Assignment: Read-Reflect-Write 15% of final grade</b>	<p>You will have done the READING in preparation for class. After each Blackboard lesson, you will REFLECT and WRITE using prompts provided in class. Post your reflections on Blackboard.</p> <p>These journal entries should demonstrate critical reflection on readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching. Include references to your field hours experiences in the classroom when relevant.</p> <p>Rubric for cumulative reflections:</p> <table border="1" data-bbox="332 1669 881 1837"> <tr> <td>Written entries demonstrate critical reflection on material, self, and teaching philosophy and regularly meet length requirement</td> <td>___/11</td> </tr> </table>	Written entries demonstrate critical reflection on material, self, and teaching philosophy and regularly meet length requirement	___/11
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Mechanics (i.e capitalization, punctuation and spelling)	__/4
Total	__/15

**DUE:**  
 Assignments are due by **Sunday, 11:59 PM, EST** unless otherwise stated. Refer to the course schedule and weekly lessons for details.

**Assignment:**  
*Education in the Movies*  
 15% of final grade

**DUE:**

There are many great movies that deal with issues of teaching, learning, and schools. Pick one and write a 3-4 page essay that highlights how the movie presents teachers/teaching, students, schools and learning. How does this compare to course material and what you are learning? Highlight critical issues. For example, you could watch the movie *Dead Poet Society* and discuss how Mr. Keating encouraged his students to think and live differently, and the consequences of these actions on both students and teacher.

Your essay should include discussion of important ideas as well as what you think about these issues - don't neglect to say how the ideas help you think differently about teaching, learning, and schooling. In other words, discuss some ideas from the movie but then discuss how these ideas affect you and your notions of teaching.

Use at least 1 citation, either from class readings, books, or your own research.

Consider one of these movies or many others out there:

- ◇ Dead Poet Society (1989)
- ◇ Freedom Writers (2007)
- ◇ Mr. Holland's Opus (1995)
- ◇ To Sir, With Love (1967)
- ◇ The Breakfast Club (1985)
- ◇ Dangerous Minds (1995)
- ◇ Lean on Me (1989)
- ◇ Stand and Deliver (1988)
- ◇ Music of the Heart (1999)
- ◇ October Sky (1999)
- ◇ Front of the Class (2008)
- ◇ Up The Down Staircase (1967)
- ◇ Akeelah and the Bee (2006)
- ◇ The Hobart Shakespeareans (2005)

Rubric:

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and education. Use one or more citations.	/10
Thoughtfulness: Includes an element of personal reflection/synthesis as well as communicating the implications for future practice.	/5
Total	/15

**DUE: Week 8 on Sunday by 11:59 p.m.**

**Assignment:**  
*Interview Teachers and/or Learners*  
 15% of final grade

Interview two people (teachers and/or learners) and write a 3-page review of what you learned about your selected topic. It could be two teachers, two learners, or one of each.

Develop a list of 6-8 open-ended questions around a certain educational topic; for example, K-12 curriculum. A sample question could be asking the teacher: "How do you decide what to teach in your class?" This will encourage an answer while you take detailed notes. It is highly recommended to record the interview.

When you are done, write a 3-page analysis talking about what you learned about the processes of teaching, learning, and schooling in general. Don't write what the teachers/learners said... tell what *you learned about the topic*. That's what matters... *your learning*.

Ask follow-up questions that delve farther into the essential issue – and you might learn about a topic that wasn't your original focus. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight.

Your paper should make clear connections between what was learned in the interviews and what you are learning in class.

Use at least 1 citation, either from class readings, books, or your own research.

Rubric:

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and learning. Use one or more citations.	___/8
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/5
Mechanics (i.e capitalization, punctuation and spelling)	___/2
Total	___/15

**DUE: Week 13 on Sunday by 11:59 p.m.**

**Assignment:**  
*Letter to my Future Self in Education*  
 15% of final grade

You will write a letter to yourself, 15 years in the future. You can include any details you'd like, but it must include the following:

- What is your current role in education? You could be involved in education in a variety of ways. As a:
  - Teacher
  - Parent
  - Administrator
  - Volunteer
  - School Board Member
  - Politician
- What do you hope for yourself in whatever role you have become? What would you tell yourself are the most important things to remember about education?

- What article or video from this class would you have yourself go back and read/watch? And why?
- What will you hope has changed by then?
- What advice will you give your future self?

Feel free to include any other information. There is no page requirement for this assignment.

Rubric:

Letter demonstrates thoughtful reflection and makes connections to topics learned in class	___/12
Mechanics (i.e capitalization, punctuation and spelling)	___/3
Total	___/15

**DUE: Week 15 on Sunday by 11:59 p.m.**

**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](mailto: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>

**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



	<p>assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing <a href="mailto:titleix@gmu.edu">titleix@gmu.edu</a>.</p> <p><b>For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/students/">https://cehd.gmu.edu/students/</a> .</b></p>
<b>Professional Dispositions</b>	<p>Students are expected to exhibit professional behaviors and dispositions at all times. See <a href="https://cehd.gmu.edu/students/polices-procedures/">https://cehd.gmu.edu/students/polices-procedures/</a></p>
<b>Mason Honor Code</b>	<p><b>The complete Honor Code is as follows:</b></p> <p><i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: <b>Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.</b> (catalog.gmu.edu)</i></p>
<b>Cheating Policy</b>	<p>Any form of cheating on an activity, project, or exam will result in zero points earned. "Cheating" includes, but is not limited to, the following: reviewing others' exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment.</p> <p>If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.</p>
<b>Plagiarism and the Internet</b>	<p>Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.</p> <p>This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.</p> <p>Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. <a href="#">Review the Honor Code here.</a></p>

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact Dr. Bean immediately so we can discuss and work out a resolution.

<b>Weeks</b>	<b>Lessons</b>	<b>Readings</b>
<b>Week 1</b>	<b>Lesson 1: Course Overview</b>	<ul style="list-style-type: none"> <li>• Read Syllabus carefully</li> <li>• Watch VIDEO: Taylor Mali on What Teachers Make: <a href="https://www.youtube.com/watch?v=RxsOVK4syxU">https://www.youtube.com/watch?v=RxsOVK4syxU</a></li> </ul>
<b>Week 2</b>	<b>Lesson 2:</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part I (Chap 1)</li> </ul>

	<b>Unit 1: What is Effective Teaching?</b>	<ul style="list-style-type: none"> <li>• Read ARTICLE: Ripley (2010)</li> <li>• Watch VIDEO: What makes great teachers great: <a href="https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s">https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s</a></li> </ul>
<b>Week 3</b>	<b>Lesson 3: Learning Environments: Building trust and community</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part II (Pick 1 chapter of your choice)</li> <li>• Watch VIDEO: Elementary students on good teaching: <a href="https://www.youtube.com/watch?v=D25mzs47EZs">https://www.youtube.com/watch?v=D25mzs47EZs</a></li> </ul>
<b>Week 4</b>	<b>Lesson 4: Identifying as a Teacher</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part III (Pick 1 chapter of your choice)</li> </ul>
<b>Week 5</b>	<b>Lesson 5: Unit 2: What is being taught? InTASC standards for teachers</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part IV (Pick 2 chapters of your choice)</li> <li>• Watch VIDEO: What makes good teaching? A short film by Harvard Education Students: <a href="https://www.youtube.com/watch?v=l1-zTIVl-BM">https://www.youtube.com/watch?v=l1-zTIVl-BM</a></li> <li>• Review PDF: InTASC Summary of Standards</li> </ul>
<b>Week 6</b>	<b>Lesson 6: Standards Based Instruction</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part V (Pick 2 chapters of your choice)</li> <li>• Read ARTICLE: Girod &amp; Girod (2012): Standards-based schools</li> <li>• Review WEBSITE: <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></li> <li>• Review WEBSITE: <a href="http://www.doe.virginia.gov/testing/index.shtml">http://www.doe.virginia.gov/testing/index.shtml</a></li> </ul>
<b>Week 7</b>	<b>Lesson 7: NCLB &amp; ESSA: Federal Legislation Acronyms to know</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015), Part VI (pick 2 chapters)</li> <li>• Read ARTICLE: Dennis (2017)</li> <li>• Read WEBSITE: <a href="https://www2.ed.gov/nclb/overview/intro/parents/parentfacts.html">https://www2.ed.gov/nclb/overview/intro/parents/parentfacts.html</a></li> <li>• Read WEBSITE: <a href="https://www.ed.gov/essa?src=rn">https://www.ed.gov/essa?src=rn</a></li> </ul>
<b>Week 8</b>	<b>Lesson 8: Unit 3: Teaching learners Educating All Students</b>	<ul style="list-style-type: none"> <li>• Read WEBSITE: MLK Jr (1948). The purpose of education <a href="http://old.seattletimes.com/special/mlk/king/education.html">http://old.seattletimes.com/special/mlk/king/education.html</a></li> <li>• Read ARTICLE: Talebi (2015): <i>begin on page 4 (Education and Teacher Education); read through page 12</i></li> <li>• Read PDF: Purposes of School</li> </ul> <p>DUE: Education in the Movies Assignment</p>
<b>Week 9</b>	<b>Lesson 9: Classroom Climates and</b>	<ul style="list-style-type: none"> <li>• Read ARTICLE: Ladson-Billings, G. (2011)</li> <li>• Read ARTICLE: Everett, C. (2019)</li> <li>• Read ARTICLE: Battle, C. (2019)</li> </ul>

	<b>Needs of our students</b>	
<b>Week 10</b>	<b>Lesson 10: Assessment</b>	<ul style="list-style-type: none"> <li>• Read ARTICLE: Badger &amp; Quely (2017) <a href="https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html">https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html</a></li> <li>• Watch VIDEO: <a href="https://www.youtube.com/watch?v=-OecsmgeJoM">https://www.youtube.com/watch?v=-OecsmgeJoM</a></li> <li>• Read WEBSITE: <a href="https://www.edutopia.org/article/what-does-research-say-about-testing">https://www.edutopia.org/article/what-does-research-say-about-testing</a></li> </ul>
<b>Week 11</b>	<b>Lesson 11: Motivating Learners</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Johnston (2012) Chapters 1-3</li> <li>• Read ARTICLE: Parsons et al (2014)</li> </ul>
<b>Week 12</b>	<b>Lesson 12: Teacher language</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Johnston (2012) Chapter 4</li> <li>• Read ARTICLE: Kohn (2001)</li> <li>• Read ARTICLE: DeWitt (2012)</li> </ul>
<b>Week 13</b>	<b>Lesson 13: Constructive classroom conversations</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Johnston (2012) Chapter 5 -6</li> </ul> <p>DUE: Interview Teachers and/or Learners</p>
<b>Week 14</b>	<b>Lesson 14: Moral Agency</b>  <b>Collaboration among students including online environments</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Johnston (2012) Chapter 7-8</li> <li>• Read ARTICLE: Watson (2020)</li> </ul>
<b>Week 15</b>	<b>Lesson 15: Ongoing Reflection and Professional Development</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Nieto (2015): Part VII (Pick one plus read Ch 24)</li> <li>• Read TEXT: Johnston (2012) Chapter 9</li> </ul> <p>DUE: Letter to my Future Self in Education</p>