

George Mason University
College of Education and Human Development
Secondary Education

EDUC 422.DL2– Foundations of Secondary Education
3 Credits, Fall 2020
Wednesday, 7:20 pm to 10:00 pm

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 August 24, 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:

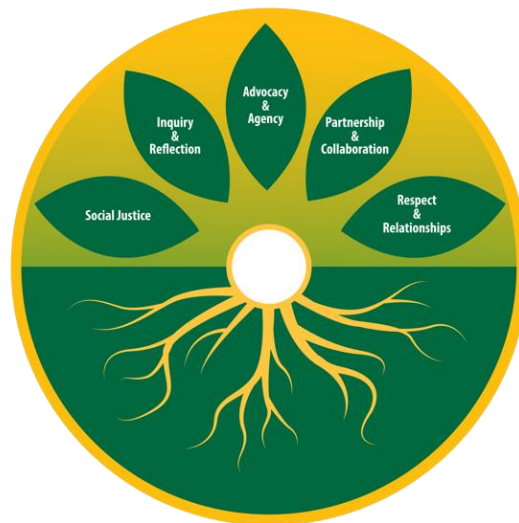
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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.



SEED
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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

100 points = Five submissions (20 points per submission)

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

1. Every three weeks, 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 over the course of the semester (see below).
5. For every blog submission, candidates must reference the categories listed below. Candidates cannot submit more than one artifact in a given category at one time, and must identify the categories under which they submit each artifact.

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. Written statement (minimum 300 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. **Identify** the category under which you are submitting each artifact
 - v. **Cite** references in APA Style 7th Edition at the end of the statement
2. Three multi-genre pieces (various formats, with no duplicate categories in a single submission)
 - i. Category One: a 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. Category Two: a 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. Category Three: a 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. Category Four: a 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. Category Five: a 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 = Four Digital Debriefs (25 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 Digital Debrief Discussion Board space and in the Group assignment space on Blackboard by 11:59 pm on date due (Wednesday).

- **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/polices-procedures/>

Class Schedule

| Date | Agenda | Readings and Assignments Due | Clinical Group Assignments |
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| <p>Week # 1 August 26th</p> <p><u>Disposition:</u> <u>The Profession of Teaching & Teacher Professionalism</u> <i>(1) What does it mean to be a teacher in 2020?</i></p> | <p>Meet on Blackboard Collaborate from 7:20 to 9:00</p> <ol style="list-style-type: none"> 1. Remind students to post Introductory Video (10 min) 2. Content 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. Multi-genre Overview (30 minutes) 6. Optional Syllabus Q&A/Office Hour Time (at 9:00) | <p>Readings:</p> <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 | |
| <p>Week # 2 September 2nd</p> <p><u>Disposition:</u> <u>The Profession of Teaching & Teacher Professionalism</u> <i>(2) What is the purpose of secondary education in the past, present, and future?</i></p> | <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: <i>What is the purpose of secondary education in the past, present, and future?</i> (30 min) 7:30-8:00 3. Group Activity: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <p>Whitaker, Good, & Whitaker (2019) Chapter 1</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 1 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Begin Digital Debrief 1 Due 9/16 (5-7 minute summary) |

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| <p>Week # 3 September 9th</p> <p><u>Disposition:</u> <u>The Profession of Teaching & Teacher Professionalism</u> (3) <i>What are the traits of professionalism for a new educator?</i></p> | <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: <i>What is the purpose of secondary education in the past, present, and future?</i> (30 min) 7:30-8:00 3. Group Activity: 8:00-8:45 (45 min) 4. Profession/Professionalism disposition reflection (15 min) 8:45-9:00 | <p>Readings:</p> <p>1. Whitaker, Good, & Whitaker (2019) Chapter 2</p> <p><i>Assignment due:</i></p> <p>Blog entries 1-3</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Discuss chapter 2 from <i>Classroom Management</i> book 3. Make connections to clinical experience speakers/videos 4. Continue Digital Debrief 1 Due 9/16 (5-7 minute summary) |
| <p>Week # 4 September 16th</p> <p><u>Disposition:</u> <u>Advocacy and Support with Students and Families</u> (1) <i>How do teachers advocate on behalf of students and families?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <p>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</p> <p><i>Assignment due:</i></p> <p>Digital Debrief 1</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Make connections to clinical experience speakers/videos 3. Complete Digital Debrief 1 Due 9/16 (5-7 minute summary) |

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| <p>Week # 5 September 23rd</p> <p><u>Disposition:</u> <u>Advocacy and Support with Students and Families</u></p> <p>(2) <i>How do teachers understand student issues, challenges and identities?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <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=ehh&AN=140403960&site=ehost-liveCommunity Journal, 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. Whitaker, Good, & Whitaker (2019) Chapter 3 | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Begin Digital Debrief 2 Due 10/7 (5-7 minute summary) |
| <p>Week # 6 September 30th</p> <p><u>Disposition:</u> <u>Advocacy and Support with Students and Families</u></p> <p>(3) <i>How do teachers interact with families and community resources?</i></p> | <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: 8:00-8:45 (45 min) 4. Advocacy and support disposition reflection 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. 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 2. 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 3. Teaching Tolerance Social Justice Standards <p><i>Assignment due:</i></p> <p>Blog entries 4-6</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Continue Digital Debrief 2 Due 10/7 (5-7 minute summary) |

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| <p>Week # 7 October 7th</p> <p><u>Disposition:</u> <u>High</u> <u>Expectations</u> <u>for Student</u> <u>Learning</u> (1) <i>How do teachers take responsibility for student learning?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. 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 2. 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 <p><i>Assignment due:</i></p> <p>Digital Debrief 2</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Make connections to clinical experience speakers/videos 3. Complete Digital Debrief 2 due 10/7 (5-7 minute summary) |
| <p>Week # 8 October 14th</p> <p><u>Disposition:</u> <u>High</u> <u>Expectations</u> <u>for Student</u> <u>Learning</u> (2) <i>How do teachers hold high expectations for all learners?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. Whitaker, Good, & Whitaker (2019) Chapter 4 2. 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 | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Begin Digital Debrief 3 Due 10/28 (5-7 minute summary) |

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| <p>Week # 9 October 21st</p> <p><u>Disposition:</u> <u>High</u> <u>Expectations</u> <u>for Student</u> <u>Learning</u></p> <p>(3) <i>How do teachers encourage positive classroom interactions?</i></p> | <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: 8:00-8:45 (45 min) 4. High Expectations Disposition Reflection 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. 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, 54</i>(3), 162-184. https://www.tandfonline.com/doi/full/10.1080/00461520.2019.1623032 2. 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” <p><i>Assignment due:</i></p> <p>Blog entries 7-9</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Continue Digital Debrief 3 Due 10/28 (5-7 minute summary) |
| <p>Week # 10 October 28th</p> <p><u>Disposition:</u> <u>Feedback,</u> <u>Change, &</u> <u>Growth in</u> <u>Teaching</u></p> <p>(1) <i>How do teachers act on feedback toward improvement?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <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, 93</i>(3), 134-140. 2. Sheridan, L. & Young, M. (2017). Genuine conversation: The enabler in good mentoring of pre-service teachers. <i>Teachers and Teaching: Theory and Practice, 23</i>(6), 659-673. <p><i>Assignment due:</i></p> <p>Digital Debrief 3</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Make connections to clinical experience speakers/videos 3. Complete Digital Debrief 3 Due 10/28 (5-7 minute summary) |

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| <p>Week # 11 November 4th</p> <p><u>Disposition:</u> <u>Feedback,</u> <u>Change, &</u> <u>Growth in</u> <u>Teaching</u></p> <p>(2) <i>How do teachers engage in professional growth?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. Whitaker, Good, & Whitaker (2019) Chapter 5 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 | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Begin Digital Debrief 4 Due 11/18 (5-7 minute summary) |
| <p>Week # 12 November 11th</p> <p><u>Disposition:</u> <u>Feedback,</u> <u>Change, &</u> <u>Growth in</u> <u>Teaching</u></p> <p>(3) <i>How do teachers use evidence in decision making?</i></p> | <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: 8:00-8:45 (45 min) 4. Feedback, Change, and Growth disposition reflection 8:45-9:00 (15 min) | <p>Readings:</p> <ol style="list-style-type: none"> 1. Whitaker, Good, & Whitaker (2019) Chapter 6 2. 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=4b32fed4-39eb-4f3d-8266-e94dd45c94e0%40sessionmgr4006 <p><i>Assignment due:</i></p> <p>Blog entries 10-12</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</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. Continue Digital Debrief 4 Due 11/18 (5-7 minute summary) |

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| <p>Week # 13 November 18th</p> <p><u>Disposition:</u> <u>Legal and Ethical Conduct for Teaching</u> <i>(1) How do teachers exhibit integrity and ethical behavior?</i></p> <p><i>(2) How do teachers demonstrate fairness and consistency with rules and regulations?</i></p> | <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: 8:00-8:45 (45 min) 4. Clinical Group check-in 8:45-9:00 (15 min) | <p>Readings:</p> <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) <p><i>Assignment due:</i></p> <p>Digital Debrief 4</p> | <p>Clinical Group Meets on Blackboard Collaborate from 9:00 to 10:00</p> <ol style="list-style-type: none"> 1. Share and debrief article you selected 2. Make connections to clinical experience speakers/videos 3. Complete Digital Debrief Due 11/18 (5-7 minute summary) |
| <p>Week # 14 November 25th: Thanksgiving Recess, No Class</p> | | | |
| <p>Week # 15 December 2nd</p> <p><u>Disposition:</u> <u>Legal and Ethical Conduct for Teaching</u> <i>(3) How do teachers use technology and social media appropriately?</i></p> <p><u>Disposition:</u> <u>The Profession of Teaching & Teacher Professionalism</u> <i>(1) What does it mean to be a teacher in 2020?</i></p> | <p>Meet on Blackboard Collaborate from 7:20 to 10:00</p> <ol style="list-style-type: none"> 1. Check-In/Housekeeping (10 min) 7:20-7:30 2. Content Conversation (60 min) 7:30-8:30 3. Group Activity (60 min) 8:30-9:30 4. Disposition Reflection 9:30-10:00 (30 min) | <p>Readings:</p> <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) <p><i>Assignment due:</i></p> <p>Blog entries 13-15</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 <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/> .

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, **seven days a week**.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
 - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
 - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
 - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your

instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone A
- reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course. Locate and
- select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.