

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

ELED 542 Section 003
Foundations of Education

3 credits/Spring 2020
4:30-7:10 Tuesdays
Peterson Hall 2408, Fairfax Campus

Professor: Dr. Virginia Doherty

Office Hours: By appointment before or after class or by Blackboard Collaborate

Office: Thompson 1803

Phone: (703) 993-5253 (*Use cell number provided in class)

Email: vdoherty@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education licensure program

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

C. **Expanded Course Description:** N/A

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

NATURE OF THE COURSE DELIVERY:

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions, possible synchronous sessions and asynchronous online discussions and activities. Class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

LEARNER OUTCOMES:

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

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities
4. exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices

PROFESSIONAL STANDARDS:

**Upon completion of this course, students will have met the following professional standards:
National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation**

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create a supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- 5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 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.

8 VAC 20-25-30. Technology standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as asynchronous online discussions and activities. Face-to-face and online class sessions

will include small/large group discussions and tasks, lecture, and student led activities. **This courses requires 15 hours of field experience.**

This course uses Blackboard (also Bb) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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 the 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

REQUIRED TEXTS:

Canestrari, A. & Marlowe, B. (2013). *Educational Foundations: An Anthology of Critical Readings (3rd edition)*. Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on Blackboard

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).

PERFORMANCE-BASED ASSESSMENT (PBA) REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (PBA) is required to submit this assessment, *Special Education and ELL Portfolios*, to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the instructor will be provided through Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Attendance and Participation

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled classes and asynchronous online meetings outlined within the syllabus**. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week's attendance and participation grade and as an absence. **Students with two or more absences will not receive credit for the course.**

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources. The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, examination of student work, and quickwrites.

For Face to Face sessions, laptop and tablet use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). **LAPTOPS WILL BE CLOSED DURING DISCUSSIONS, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods.** Cell phones may be used during break.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Participation Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on in class. These expectations and norms will also apply for online discussion as dictated by our schedule.

b. Educational History

We know from the research literature that our prior school experiences as a student (a.k.a. our Apprenticeship of Observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-3 pages in length (double spaced) and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

c. Teacher Beliefs: Developing a Vision Statement

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a 'working document' (format discussed in class) that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

Your 'working document' should include your final beliefs statement which will address each of the following prompts:

- I believe that learning...
- I believe that teaching...
- I believe the purpose of schooling is...
- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...
- I believe community/family is/are...
- I believe collaboration is...
- My professional goals as a teacher are...

This document serves as an evolving draft of your beliefs and you will submit this draft to Dr. Doherty. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for this draft, due to Blackboard on **Feb. 3, by 11:59pm**. You will receive **5 points** for turning in this draft on time. We will discuss them in class on Feb. 4th.

The final **Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

My vision as a teacher educator is to develop future teachers who embrace and validate cultural and linguistic differences by carefully building relationships as well as creating a collaborative learning community that best allows instruction to occur for all students.

Your final vision statement is due the night before the last day of class. You will upload your **statement as well as your final full draft/notes.**

d. Community Mapping Activity & Presentation

In your field experience school groups, you will complete a community mapping activity and presentation. The purpose of this activity is to familiarize you with the myriad factors that influence students' daily school experiences and to provide a format for introducing your school to your peers.

In your field experience groups, you will research information and create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school that integrates the perspective, themes, and readings from this course:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) intersection of course readings/discussions with your school experiences.

It is highly suggested that your group considers the aspects of the ecological systems model (Bronfenbrenner, 1994) as you plan and conduct research and analyze the information gathered at your field experience site.

A rubric will be posted in the Assignments tab. The presentation can take any format that your group prefers. Be creative. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum including social media.

e. Professional Issues for Teachers: Roundtable discussion

What professional issues confront teachers in their day to day lives? For this assignment, you can consider an education issue as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

To this end, you will select and analyze a professional issue that is of particular interest or importance to you. You will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your current field placement. You will come to class prepared to discuss via roundtable with your notes and handout. We will discuss the roundtable format in class; here is a explanation: <http://www.eval.org/p/cm/ld/fid=171> You will bring paper copies of your handout for your peers. A rubric will be posted in the Assignments tab.

The process of brainstorming, research, and initial analysis of your issue will be supported in class with a visit with Education Librarian (Anne Driscoll, Feb. 4th or 25th) as well as peer conferences.

f. Special Education (SPED) and English Language Learner (ELL) Portfolios ---- PBA

The purpose of this assignment is to integrate your course readings and field experience observations. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. Four Parts will be uploaded into Blackboard to create a portfolio.

Portfolio Part #1:

MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*: <https://iris.peabody.vanderbilt.edu/module/preref/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection.

Portfolio Part #2:

COMPLETE THE FOLLOWING READINGS:

- Attention-Deficit/Hyperactivity Disorder: <https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf>
- IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): <https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/>
- Language-Based Learning Disabilities: <https://www.asha.org/public/speech/disorders/LBLD.htm>
- Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf

- Speech & Language Impairments: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ANY TWO OF THE FOLLOWING ACTIVITIES:

- Interview a special education teacher about the identification process (i.e., pre-referral, referral, evaluation, and eligibility) for students at-risk for learning disabilities
- Interview a general education teacher about his/her role in the identification process for students at-risk for learning disabilities
- Interview a special education teacher OR a speech-language pathologist about specific language-based conditions (dyslexia, dysgraphia, dyscalculia, auditory processing disorders)
- Interview a special education teacher about the identification process for students with attention deficit hyperactivity disorder (ADHD)
- Observe in a classroom that includes students with learning disabilities and/or ADHD
- Observe in a classroom that includes students with disabilities who receive special education services, and ask a classroom teacher to explain some of the disability categories under which the students are being served and the student characteristics associated with each
 - If possible, observe both an inclusive setting and a self-contained setting
- Interview a general education teacher and a special education teacher together about how they support students with or at-risk for learning disabilities and/or ADHD

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb/TK20.

Portfolio Part #3

MODULE: *Teaching English Language Learners: Effective Instructional Practices*:
<https://iris.peabody.vanderbilt.edu/module/ell/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection.

Portfolio Part #4

COMPLETE THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning: <http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning>
- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms <http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners>
- Being Bilingual May Help Autistic Children
<http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html>
- Culturally Responsive Literacy Instruction
http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20EMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Literacy_Brief_highres.pdf

- Standards-based Writing for ELLs <http://www.colorincolorado.org/article/standards-based-writing-ells>

NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:

- Interview an ELL teacher about teaching ELLs
- Interview a general education teacher about teaching ELLs
- Observation of ELL teacher in general education classroom
- Observation of ELL teacher in a pull out model
- Interview a general education teacher and an ELL teacher together about how they best support ELLs

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb/TK20.

2. Assignment Points

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3	Participation	30	Weekly, journal and discussion group prompts
1	Teacher Beliefs: Developing a Vision Statement	15	Draft (5 pts): Feb. 3rd Final (10 pts): May 4th
1	Educational History	10	Feb. 18th
1, 2	School-Community Mapping Presentations	15	March 24th
1, 2, 3	Professional Issues for Teachers: Roundtable discussion	15	April 21st
1, 2, 3	SPED and ELL Portfolios ---- PBA	15	May 4th
		100	ALL ARE DUE ON THE ABOVE DATES BY 11:59 pm

3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	88-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-87	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

4. Other Expectations

APA format:

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of two points per day.

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Professional Dispositions

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

TENTATIVE CLASS SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Each class will have a folder with the materials and links needed for that class. Always refer to the class folder which might include materials not listed in this tentative class schedule.

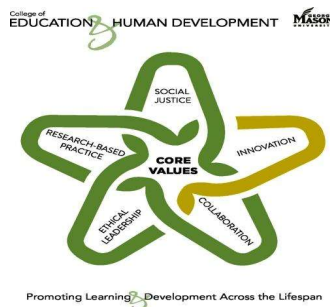
Class	Date	Guiding Questions/Topics	Readings/Assignments Due
1	Jan. 21 ONLINE	<p>What does <i>foundations of education</i> mean?</p> <p>Who are we as individuals?</p> <p>Who are we as future teachers?</p>	<p>Bb:</p> <ul style="list-style-type: none"> ▪ “Willing to Be Disturbed” Ayers (2010) ▪ “Seeing the Student” Watson (2012) <p>Anthology:</p> <ul style="list-style-type: none"> ▪ Ch 1 “Letters to a Young Teacher” (p. 3-7) ▪ Ch 2 “The Green Monongahela” (p. 9-15) <p>See the folder for the work for this class.</p>
2	Jan. 28 In person	<p>What are the purposes of school?</p> <p>Who decides what purposes school serves?</p>	<p>Bb:</p> <ul style="list-style-type: none"> ▪ “Failure Factories” (2015) <p>DTBI:</p> <ul style="list-style-type: none"> ▪ Ch 1 “Introduction”
3	Feb. 4 In Person	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p>*Considering Gender and Special Needs</p> <p>Work on Teacher Belief statements with partner(s)</p>	<p>Anthology:</p> <ul style="list-style-type: none"> ▪ Ch 6 “Inclusion” (p. 61-80) ▪ Ch 7 “Lesbian, Gay, Bisexual, & Transgender Students” (p. 81-100) <p>Bb:</p> <ul style="list-style-type: none"> ▪ TBD (articles on Gender/DisAbilities) <p>DUE: Teacher Beliefs draft</p>
4	Feb. 11 Online	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p>*Considering Global Migration, Poverty, and Race</p>	<p>Bb:</p> <ul style="list-style-type: none"> ▪ Children’s Defense Fund (choose 2-3 families to read about) ▪ “Pedagogy of Poverty” Ladson-Billings (2014) <p>Anthology:</p> <ul style="list-style-type: none"> ▪ Part II Who are Today’s Students? (p. 29-30) ▪ Ch 4 What should teachers do? (p. 31-39) ▪ Ch 5 Racism, Discrimination, & Expectations of Students’ Achievement (p. 41-60)
5	Feb. 18 Online	<p>Work on your Educational History</p>	<p>DTBI:</p> <ul style="list-style-type: none"> ▪ Ch 2 “Race, Oppositional Culture, and School Outcomes: Are we barking up the wrong tree?” <p>Due: Educational History</p>

6	Feb. 25 In person	Bring ideas for Roundtable Presentations to class Visit from the librarian to help with research for Roundtable.	<i>DTBI:</i> <ul style="list-style-type: none"> Ch 3 "The Road to Detention is Paved with Good Intentions: Race and Discipline at Riverview"
7	March 3 In person	For whom does school 'work'? For whom does school not 'work'?	<i>Bb:</i> <ul style="list-style-type: none"> Resnick (1995) <i>DTBI:</i> <ul style="list-style-type: none"> Ch 4: "It's like two high schools": Race, Tracking, and Performance Expectations" Journal #2
8	March 10 Online	What are the major federal, state, and local policies impacting schools today?	<i>Bb:</i> <ul style="list-style-type: none"> "How Title I Money is Distributed" "Commonwealth Institute: Weighing Support for VA's Students" <i>DTBI:</i> <ul style="list-style-type: none"> Ch 5: "Opportunity Hoarding: Creating and Maintaining Racial Advantage"
9	March 17 In person	How should students be taught?	<i>Anthology:</i> <ul style="list-style-type: none"> Ch 8 "The Banking Concept of Education" <i>Bb:</i> Philosophies readings (one will be assigned): <ul style="list-style-type: none"> Noddings (care) Montessori (constructivism) Skinner (behaviorism) Dewey (pragmatism) Gay (Culturally Responsive Teaching) <i>DTBI:</i> <ul style="list-style-type: none"> Ch 6: "Conclusion"
10	March 24 In person	What is most important for our students to learn?	<i>Bb:</i> <ul style="list-style-type: none"> "The Common Core: Engine of Inequity" (2014) "Common Core: Frequently Asked Questions" "VDOE: Reaffirms support for SOLs, opposes imposition of Common Core" <p style="background-color: yellow;">Community Mapping Presentations</p>
11	March 31 In person	What is the best evidence of student learning?	<i>Anthology:</i> <ul style="list-style-type: none"> Ch 14 "A Mania for Rubrics" (p. 161-164) Ch 15 "Grading: The Issue is not How but Why?" (p. 165-174) Ch 16 "Confessions of a "Bad" Teacher" (p. 175-178) Ch 17 "How, and How Not, to Improve the Schools" (p. 179-186)

April 7	no class	spring break for most schools	<i>work on your assignments, especially your Roundtable discussion</i>
12	April 14 In person or online	What is the best evidence of teacher success?	<p>Anthology:</p> <ul style="list-style-type: none"> Ch 18 “Teachers as Transformative Individuals” (p. 189-198) <p>Bb:</p> <ul style="list-style-type: none"> VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44) Dana, N. & Yendol Hoppey (2009). <i>The reflective educator’s guide to classroom research.</i>
13	April 21 In person	Roundtables	<p>No readings ☺</p> <p>Roundtable Presentations in Class; Post handout by April 20th.</p>
14	April 28 In person	Who are we as future teachers? How do we organize to best serve our students and our profession?	<p>Anthology:</p> <ul style="list-style-type: none"> Ch 3 “Why Teach?” (p. 17-28) Ch 20 “From Silence to Dissent: Fostering Critical Voice in Teachers” (p. 203-214) Epilogue “The Quest: Achieving Ideological Escape Velocity - Becoming an Activist Teacher” (p. 245-250)
15	May 4	All assignments, including Fieldwork documentation and two portfolios due to Blackboard.	Teacher Belief Statement due, fieldwork documentation, portfolios final due date to Blackboard: May 4th at 11:59pm

Core Values Commitment

The College of Education & 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/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.
- 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/>.

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

RUBRICS

SCHOOL COMMUNITY MAPPING ACTIVITY RUBRIC

	0/1	2	3
Visual tour of school	Visual tour provides a snapshot into the school and a general sense of the surrounding community (not all ecological systems included)	Visual tour provides some sense of the school and surrounding community with consideration to some ecological systems	Visual tour provides a clear sense of the school and surrounding community with consideration to all ecological systems
School and community description and demographics	Not provided	General description of school, community and demographics of each are included	Thorough and specific description of school, community and demographics of each are included
Aspects of school that make it unique	Not provided	General description of unique aspects of the school is shared	Exhaustive description of unique aspects of the school
Intersection of course readings with your field experiences	Not provided	A limited number and/or general connections are made between course readings and field experiences	Explicit and thorough connections made between course readings and field experiences
Presentation	Presentation is not balanced among group members and does not meet the timing requirements	Presentation is somewhat balanced among group members and stays close to allotted time	Meets the 7-10 minute time frame and includes a balanced amount of contribution among group members
Contributions to Group Project	Did not contribute adequately	Limited contributions and/or participation in the group project	Active and engaged member of the group; contributions equal to/greater than that of other group members

Roundtable Rubric

Roundtable Discussion Rubric	3 Exemplary	2 Maturing	1 Developing	0 Unsatisfactory
Description of the education topic	Presents appropriate and complete description of the education topic, and includes 5-6 supporting references (At least 3 peer-reviewed)	Presents appropriate description of the education topic, but is incomplete and/or includes 3-4 supporting references (At least 3 peer-reviewed)	Presents some description of the education topic, but is not sufficient and/or only has 1-2 supporting references (At least 2 peer-reviewed)	Lacks description of the education initiative and no peer reviewed articles
Description of historical and/or cultural significance of the education topic	Presents appropriate and complete discussion of historical and/or cultural significance	Presents some discussion of historical and/or cultural significance	Presents incomplete discussion of historical and/or cultural significance	Lacks discussion of historical and/or cultural significance
Connection to the classroom/teachers/students	Presents appropriate and complete connection to classroom, teachers, and/or students, and includes multiple supporting references	Presents appropriate connection to classroom, teachers, and/or students, but is incomplete and/or includes only some supporting references	Presents some connection to classroom, teachers, and/or students, but is not sufficient and/or lacks supporting references	Lacks connection to classroom, teachers, and/or students
Handout	Gives a full picture of the topic with: background, current information and references	Gives adequate information of the topic with: background, current information and references	Lacking information in one of the following: background, current information and references	No handout prepared
Presentation	Well prepared: gives balanced presentation with time for questions/discussion	Adequately prepared: Gives imbalanced presentation with little time for questions/discussion	Poorly prepared: Gives one-sided presentation with too much/too little time in either presentation or questions/discussion	Unprepared for presentation