George Mason University
College of Education and Human Development
Secondary Education Program
SPRING 2022

SEED 791: Internship Seminar in Secondary Teaching 001

Section 001 (2 credits)
Meeting Day/time: Wednesday, 5:00 - 7:00
Class Location: BLENDED ONLINE; Thompson L019 Fairfax

Faculty:

Name: Kathleen Matson, PhD
Office Hours: By appointment
Email address: kmatson@gmu.edu

Prerequisites/Corequisites

Co-requisite: SEED 792/793/794/795

University Catalog Course Description

Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner; presents research-based rationales for instructional decision-making.

Course Description

The internship seminar is a course taken during students' internship experience. The seminar is an ongoing exchange in which interns are both participants and developers. Interns are expected to share their own experiences in their classrooms and school communities. Inquiry-based learning students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and life-long learners.

Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this spring on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

This SEED seminar will be a blended model delivered face-to-face and online with the use of synchronous and asynchronous class sessions (see schedule for specific dates). The goal of the seminar is to reflect and share our teaching practices and experiences. You will be asked to complete weekly reflections, in-class assignments, and participate in synchronous and asynchronous activities that support your teaching. You will also be collaborating and supporting your critical friends throughout the semester (more on this below).

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.

Online Meeting Space: Zoom Meeting Room
In-Person: Thompson, L019 Fairfax

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 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
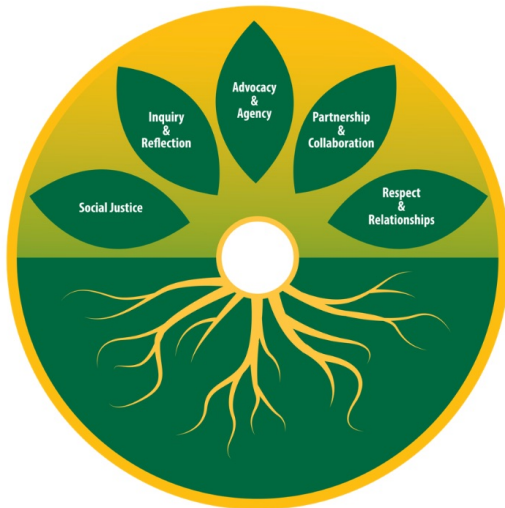- Apple QuickTime Player: www.apple.com/quicktime/download/

Course Learning Outcomes/Objectives

In concert with the goals and objectives of the Secondary Education internship to develop skills as a reflective practitioner, in the internship seminar students will:
- Develop skills as a reflective practitioner; continually evaluate his/her practice, particularly the effects of his/her choices and interactions with others
- Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
- Present thoughtful research-based rationale for decision-making
- Reflect and dialogue about teaching practice individually as well as in a professional learning community

- Collaborate with other teacher interns to discuss internship challenges and successes related to lessons, activities, and assessments which align with learning objectives, evidence of student learning
- Discuss ways to collect and appropriately use student data in order to evaluate teaching practices and students' learning

Secondary Education "SEEDs"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses ("Foundations," Methods I, Human Development, Methods II, Content Literacy)

- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar

- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
"Foundations of Secondary Education"	**"Advocacy and Agency"** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	**Multi-Genre Blog** The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate's teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate's understanding of why and how they will advocate for their students' well-being and success and help their students develop greater agency in school and beyond.
Methods I	**"Social Justice"** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction.

"Human Development and Learning"	**"Relationships with and Respect for Youth"** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success.
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.

Content Literacy	**"Collaboration and Partnership"** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

Professional Standards

The course focuses on support and discussion related to designing classroom environments that meet the needs of all learners as called for by the Standards of Learning for Virginia Public Schools and each professional content standard and as outlined, Council for the Accreditation of Educator Preparation, CAEP, each of the content SPAs, and the Interstate New Teacher Assessment and Support Consortium (InTASC).

Textbook and Resource Materials Required

No textbook purchase is required for this course. Access to the Internet and Blackboard are required.

Online Resources

- Commonwealth of Virginia (2010). Standards of Learning for Virginia Public Schools. Retrieved from: http://www.doe.virginia.gov/testing/index.shtml
- Access to professional standards documents as specified by content area.
- Other resources will be distributed in class or posted on-line at the course website.
- http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

Recommended Reading

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice.* Milwaukee, WI: A Rethinking Schools Publications

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, CA: Jossey-Bass.

Burant, T., Christensen, L., Salas, K. D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2nd ed.). Portsmouth, NH: Heinemann.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom.* New York, NY: The New Press.

DuFour, R., & DuFour, R. (2013). *Learning by doing: A handbook for professional learning communities at work* TM. Solution Tree Press.

Fenner, D. S. & Snyder S. (2017) *Unlocking English learners' potential: Strategies for making content accessible.* Thousands Oaks, CA: Corwin.

Freire, P. (1970/1994). *Pedagogy of the oppressed.* New York, NY: Continuum.

Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States.* New York, NY: Teachers College.

Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2nd ed.). Thousand Oaks, CA: Corwin.

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

Jensen, E. (2016). *Poor students, rich teaching: Mindsets for change.* Solution Tree Press.

Knowles, J. G., Cole, A. L., & Presswood, C. S. (1994). *Through preservice teachers' eyes.* New York, NY: Merrill.

Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities.* New York, NY: Rowman & Littlefield Education.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.

Michie, G. (2009). *Holler if you hear me: The education of a teacher and his students*. Teachers College.

Michie, G. (2012). *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*. Teachers College Press.

Minor, C. (2019). *We go this. Equity, access, and the quest to be who our students need us to be.* Portsmouth, NH: Heinemann

National Council of Teachers of Mathematics. (2018). *Catalyzing change in high school mathematics: Initiating critical conversations*. Reston, VA: NCTM

National Council of Teachers of Mathematics. (2020). *Catalyzing change in middle school mathematics: Initiating critical conversations*. Reston, VA: NCTM

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: NCTM.

Nieto, S. (2005). *Why we teach.* New York, NY: Teachers College Press.

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2012). *Teaching to change the world* (4th ed.). Boulder, CO: Paradigm Publishers.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher, 41*(3), 93-97.

Powell, J. A. (2012). *Racing to justice: Transforming our conceptions of self and other to build an inclusive society*. Indiana University Press.

Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly, 40* (4), 93-109.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

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

Sornson, B. (2005). *Creating classrooms where teachers love to teach and students love to learn.* Golden, CO: Love and Logic Institute, Inc.

Thompson, J. G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3rd ed.). San Francisco, CA: Jossey-Bass.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse Publishers.

Assignments

Class Participation (weekly):

Your attendance and participation at your school and seminar sessions is critical not only to your own success, but to that of your colleagues. Attendance and participation are expected in both your classroom and in seminars, but emergencies do arise. Please notify your cooperating teacher and your supervisor if you will be tardy or absent from your internship or seminar. Excessive late arrivals, lack of preparation, and any unsatisfactory absence—one that is not pre-arranged and/or approved by an instructor—will severely and negatively impact your grade. Attendance and participation in seminar can affect whether or not you successfully complete your internship.

Becoming a Reflective Practitioner (Recommended practice):

You are becoming a professional teacher. Be open to new experiences, ideas, challenges, and your continuous professional development.

It is your responsibility to come to class with insights, questions, comments, and concerns based on your internship experience. The quality of our conversations and your growth will be largely based on your commitment to engaging deeply with your student teaching experience. In order to reflect on your own learning and to be ready to discuss your insights, questions, I recommend that you keep a daily journal (physical or electronic) of your experience. This will be a private place for you to keep track of best practices, big ideas, and burning issues. Please bring your journal to the seminar.

Blackboard Discussion Board Participation (Due Weekly):

You are expected to log on several times a week to check for assignments, posts, and/or participate in online discussions. Your online commitment includes the following tasks:

1. **Posting of reflections based** on your internship experience. The reflections are due no later than Sunday by 11:59 pm. *You may use the same reflection from SEED 792/793/794/795 in this discussion post.

2. **Graduate students** are required to locate and post a peer-reviewed article related to the topic of their weekly reflection and integrate what they glean from the article into their reflection. By the end of the semester you must have included at a minimum **three articles** in your reflections. Use this as an opportunity to start or continue to think about the challenges of teaching and learning that you have explored or would like to explore in your **research project.**

3. As **a critical friend** you will respond to your colleague's posted reflections on Blackboard by the time we meet for class. Your responses to your colleague's posts should be respectful, intellectually curious, and go beyond the superficial (e.g. "That's great!").

Lesson Reflection (selected date):

On the date you select, present and discuss an area of your teaching practice that you want to further evaluate, reflect on, and discuss with your peers. Come prepared to engage your peers, discuss, reflect, and ask and answer questions. The presentation and discussion will be about 10-15 minutes long. Be sure to provide context to your teaching, such as the grade level you teach, subject area, number of students you have and any other pertinent information.

Attendance Policy

Attendance in the course is mandatory. If you cannot come to a specific class session due to a schedule conflict, notify the instructor at least one week in advance for an excused absence. Attendance is tied into your participation grade. If you are not in class, you are not participating.

Late Work

Work is due on the announced due date. All late work will incur a penalty of 10 percent for each day late. The only exception to this is for those students with excused absences (see Attendance Policy above).

Course Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (unless directed otherwise) by midnight. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Professional writing quality (including mechanics, organization, and content) is expected in each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% each day late), excepting extraordinary circumstances. See instructor with questions and concerns about assignments, expectations, or seminar activities.

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

Grading

Assignment	Due Dates	Points
Class participation	Weekly	35
Responses to critical friends' reflections	See class calendar	24
Reflections	See class calendar	12
Three research articles (graduate students)	Selected dates	9
Lesson plan presentation	Selected date	20
Total		100

SEED Graduate Grading Scale

Letter Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	Below 70%

SEED Undergraduate Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92
B+	86 - 89
B	82 - 85
B-	80-81
C	79 -70
D	60-69%
F	Below 60%

Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. Other smaller tasks may be assigned in addition to what is noted.

Date	Topic
Week 1: Jan. 26	**Topic:** Introduction to the course and internship expectations ● Review all internship materials, forms and assessments

Online Synchronous	• Become familiar with course Blackboard sites • What are the InTASC standards? *Due today***:** • Watch introductory video on Bb • Complete student information survey • Reflection #1 due no later than Sunday, January 30 • Respond to critical friends by Wednesday, Feb. 2
Week 2: Feb. 2 **Online Synchronous**	**Topic:** Becoming a reflective practitioner *Due today***:** • Reflection #2 due no later than Sunday, Feb. 6 • Respond to critical friends by Wednesday, Feb. 9 • READ IMPACT ON STUDENT LEARNING PROJECT DIRECTIONS (preparing for workshop next week)

Week 3:
Feb. 9
 	
Online Synchronous
	Topic Preparing for the Impact on Student Learning Project
	    1. Impact on Student Learning workshop - *Interns from last semester will come in and discuss the Impact on Student Learning paper*
	    2. Class discussion of project:
	    3. Work on plan to implement ISL project
	
	*Due today***:**
	• Prepare a DRAFT resume by next week

Week 4: Feb. 16 **Online Synchronous**	**Topic:** Preparing for the job market Guest Speaker: Education Industry Advisor, Career Center **Lesson Discussion** *Due today***:** • Reflection #3 due no later than Sunday, Feb. 20 • Respond to critical friends by Wednesday, Feb. 23
Week 5: Feb. 23 **Asynchronous**	**Topic:** Building Student-Teacher Relationships *Due today***:** • Reflection #4 due no later than Sunday, Feb. 27 • Respond to critical friends by Wednesday, Mar. 2
Week 6: Mar. 2	**Topic:** Classroom presence and time management **Lesson Discussion**

Online Synchronous	Be prepared to share in class the top 2 strategies you like to use or that your mentor teacher uses
Week 7: Mar. 9 *F2F* **T L019**	**Topic:** Student assessment **Lesson Discussion** *Due today*: - Reflection #5 due no later than Sunday, Mar. 13 - Respond to critical friends by Wednesday, Mar. 16
Week 8: Mar. 16	**NO CLASS** George Mason Spring Break
Week 9: Mar. 23 **Online Synchronous**	**Topic:** Engaging Students **Lesson Discussion** *Due today*: - Reflection #6 due no later than Sunday, Mar. 27 - Respond to critical friends by Wednesday, Mar. 30
Week 10: Mar. 30 **Asynchronous**	**Topic:** Trauma Sensitive Teaching **Complete Dispositions survey**
Week 11: Apr. 6 **Online Synchronous**	**Topic:** Becoming curious about your teaching: Asking the right questions about your practice and more Guest Speaker: Dr. Zenkov Analyzing student data - Continue reviewing ISL project - Looking at the data, what questions do you have about your practice? (thinking about future research project) **Lesson Discussion**
Week 12: Apr. 13	**Topic:** Diversity and differentiation *Due today*:

Online Synchronous	● Reflection #7 due no later than Sunday, Apr. 17 ● Respond to critical friends by Wednesday, Apr. 20
Week 13: Apr. 20 **Online Synchronous**	**Topic:** Diversity and differentiation continued
Week 14: Apr. 27 **Online Synchronous**	**Topic:** How do I get my license? With Rebekah Wills *Due today*: ● Reflection #8 due no later than Sunday, May 1 ● Respond to critical friends by Wednesday, May 4
Week 15: May 4 *F2F* **T L019**	**Topic:** Work Life Balance and Closing Reflection ● Complete course evaluation. ● Reflect on experiences and plans for the future. ● Write a letter ● Finishing touches on Impact on Student Learning

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

The Graduate School of Education (GSE) expects that all students abide by the following:
    Commitment to the profession:
        Promoting exemplary practice
    Excellence in teaching and learning:
        Advancing the profession; Engagement in partnerships
    Commitment to honoring professional ethical standards:
        Fairness; Honesty; Integrity
    Trustworthiness:
        Confidentiality; Respect for colleagues and students
    Commitment to key elements of professional practice:
        Belief that all individuals have the potential for growth and learning; Persistence
        in helping individuals succeed; High standards; Safe and supportive learning
        environments; Systematic planning; Intrinsic motivation; Reciprocal, active
        learning; Continuous, integrated assessment; Critical thinking; Thoughtful,
        responsive listening

Active, supportive interactions
> *Technology-supported learning; Research-based practice*

Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community
> *Professional dialogue*

Self-improvement

Collective improvement
> *Reflective practice; Responsibility; Flexibility; Collaboration*

Continuous, lifelong learning

Commitment to democratic values and social justice
> *Understanding systemic issues that prevent full participation; Awareness of practices that sustain unequal treatment or unequal voice; Advocate for practices that promote equity and access; Respects the opinion and dignity of others; Sensitive to community and cultural norms; Appreciates and integrates multiple perspectives*

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 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 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

University Libraries https://library.gmu.edu

Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

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 information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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. Crisis in Education App at: https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8

Sustainability at GMU

George Mason University is focusing on making our community "greener" and reducing the impact on the environment. This course will contribute to this effort in the following ways:

- Syllabus, assignments, and all Lesson Guides and Handouts will be available electronically before class on Blackboard.
- All assignments will be submitted through Blackboard.

- Incorporate teaching sustainability in the content of your lesson plans (for example, human's role in reducing their impact on the environment.) Think and teach about what the next generation needs to know about "greening." Please consider reducing waste in your teaching practice.

Human Subjects Research Review Process

Any research that is generalizable must have prior approval of the GMU Human Subjects Review Board (HSRB). Research conducted for this course is used solely for the purpose of learning pedagogical aspects and may be conducted without additional permission. You need to inform your school administrator that you are learning and enacting self-study action teacher research to improve your teaching and student's learning. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: http://oria.gmu.edu/