

George Mason University  
College of Education and Human Development  
**Elementary Education Program (ELED)**

***ELED 242 Section 001***  
***Foundations of Elementary Education (3 credits)***  
Spring 2022 (January 24 – May 16)  
F2F: Wednesdays, 4:30-7:10pm  
Fairfax Campus  
Thompson Hall Rm1018

**Instructor:** Rebecca Brusseau  
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appointment  
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**Recommended Prerequisites:**  
EDUC 200: Introduction to Teaching  
EDUC 301: Introduction to Diverse Learners

**For COVID 19 procedures in Spring 2022: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus:** <https://www2.gmu.edu/Safe-Return-Campus>

**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. Develops an understanding of the relationship between society and education. Offered by School of Education. Limited to two attempts.

**Course Overview:** N/A

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

**Course Delivery Method:** This course will be delivered **face-to-face** as well as **online synchronously and/or asynchronously** (as conditions require) 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 or before January 19, 2022. This course will be delivered using multiple instructional strategies and formats including face-to-face as well as online synchronous and asynchronous formats should conditions/schedule require.

Individual session formats vary and may include mini-lessons, small/large group discussion, hands-on/interactive work, student presentations, tasks, lecture, and student-led activities. A detailed schedule is included in the *Class Schedule* section 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.**

### *Technical Requirements*

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

1. 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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
2. To get a list of supported operating systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Blackboard Collaborate Ultra or other required web conferencing tools.
5. 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.
6. 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/](http://www.apple.com/quicktime/download/)
  - Zoom: <https://its.gmu.edu/service/zoom/>

### *Expectations*

1. Course Week: Our course week will begin on the day that our F2F/synchronous meetings take place as indicated on the Schedule of Classes.
2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor and/or access to course materials 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
3. 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.

4. 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.
5. 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.
6. 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.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor before/after class sessions as well as 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.
8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **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:

### INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #2: Learning Differences:** 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 & Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their 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. Virginia State Technology Standards for Instructional Personnel:**

- 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.

## REQUIRED TEXTS:

Canestrari, A. & Marlowe, B. (2021) *Educational foundations: An anthology of critical readings (4<sup>th</sup> edition)*. Sage.

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

You can download the e-book version through the GMU library for free. [https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/19u1omk/cdi\\_askewsholts\\_vlebooks\\_9780199711536](https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_askewsholts_vlebooks_9780199711536)

Virginia's Standards of Learning for K-6: <https://www.doe.virginia.gov/testing/index.shtml>

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, hard copy). **\*All assignments subject to change due to Covid-19 changes and restrictions.**

## Assignments and/or Examinations:

1. **Educational History (15%)**

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.

Your Educational History should be 2-4 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 ANY or ALL of the following:

- 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?

The rubric used to evaluate this assignment will be provided in class.

**Assignment Due by: 4:30pm February 23. Submit using the *Assignments* tab on BB.**

## **2. Beliefs on Education: Developing a Personal Vision Statement (25% total)**

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely 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, in three parts, 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.

You will turn in each part over the course of the semester. Your ‘working document’ should include your final beliefs statement which will address each of the following prompts:

***Part One: Due 4:30pm February 9 uploaded to Blackboard***

- I believe that learning...
- I believe that teaching...
- I believe the purpose of schooling is...

***Part Two: Due 4:30pm March 2 uploaded to Blackboard***

- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...

***Part Three: Due 4:30pm April 13 uploaded to Blackboard***

- I believe community/family is/are...
- I believe collaboration is...

These three documents will serve as an evolving drafts of your beliefs and you will submit these threedrafts to the professor. Your ideas are expected to be “in progress” so questions and wonderings are acceptable for these drafts.

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 thoughtfully attend to the diversity of all learners by carefully building relationships as well as creating a caring, learning community that best allows instruction to occur for all students to meet all their social, academic and emotional needs.*

Your **final vision statement is due May 4<sup>th</sup>**. You will upload your statement, your revised Teacher Beliefs Document, as well as a summary essay explaining the rationale behind your Vision and Revised Teacher Beliefs Documents. All writing should be double-spaced, 12-point font, 1-inch margins, title page, APA format for citations (citations are not required, but use if appropriate).

- Teacher Beliefs Documents: approximately 1 page each
- Vision Statement: 1-3 sentences
- Summary Essay: 1-2 pages

**3. Current Issues for Teachers: Group Presentation (15%)**

What current events are topical for us, as future educators? For this assignment, you 1-2 peers will consider a current event in the field of education 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 and your peers will select and analyze a current event that is of particular interest or importance to you. You will research this event, noting historical significance and current trends/perspectives. You will reflect upon how this issue relates to your own experiences and make connections to your current field placement as appropriate. You will summarize this material in a 12-15 minute presentation to the class. Sign ups for presentations will be organized during the second class session.

The process of brainstorming, research, and initial analysis of your issue will be supported in class through peer conferences. Specific guidelines for this assignment, as well as the rubric, will be distributed in class.

**Presentations will be given on March 30th.**

#### **4. Professional Goals Paper or Video (20%)**

What are your goals in the field of education? How will you define success? What will be your biggest challenges? What have you learned this semester that validates education as a career path for you (or not)? What research spoke the most to you? Which theorist do you relate closely with? And what does this mean for you in the future?

You will either write a 3-4 page paper or create a 10-15 minute video addressing the previous questions in relation to a career in the field of education. Please reference at least 3 readings from the class. More information/rubric will be provided in class.

**Paper or video will be due May 11th by 11:59 pm uploaded to Blackboard.**

#### **Other Requirements:**

##### **1. Attendance and Participation (20%)**

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. Therefore, it is expected that **you are on time and attend all face-to-face, synchronous 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** 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.**

While this is not designated a reading intensive course, readings nevertheless



form a core of the course content. Thorough and active reading of all assigned texts and articles is expected in order to support robust and thoughtful in-class dialogue. Students are encouraged to devote ample time for reading and utilize a method to record notes, questions, or other annotations. One method is a **double entry/dialectical journal** (see example below) which may be kept in either a digital or paper format. **\*\*Note this is not a required assignment, just highly recommended!**

Dialectical Journal Example:

<p style="text-align: center;"><b>Quotes from Text</b></p>	<p style="text-align: center;"><b>Response to Text</b> (thoughts, questions, connections)</p>

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, book club meetings, examination of student work, and quickwrites.

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 the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

**2. Field Hours**

This class requires 15 hours of field observation with the intention that these hours will enrich and ground our discussions as well as provide real-life context for our readings. Students are encouraged to bring field experiences as well as the questions or insights gained there into the classroom. For questions or concerns regarding field experiences, please contact Dr. Amanda Bean at [abean5@gmu.edu](mailto:abean5@gmu.edu).

**The deadline to request Spring field placements is February 15<sup>th</sup>.** The Field Experience Request Form is available at: <https://education.gmu.edu/teacher-track/content-area-review/ferf>. If you have questions or concerns, please contact the Clinical Experience Coordinator at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).



**Field Experience Reflection (5%):**

In addition to your field hours, you will submit a brief (1-2 page) reflection about an experience or observation during your field hours. The purpose of the reflection is to begin to develop an inquiry stance as part of your teaching praxis. Therefore, a strong reflection will focus on *noticing* and *questioning* more than *knowing* or certainty. The assignment will be discussed more thoroughly in class, but the general format is as follows:

Vignette: (1-2 paragraphs) A vignette is a description of the setting and/or event in such a way that the reader can imagine being in the middle of the action with you.

Reflection: (3-4 paragraphs) In your reflection you may choose to consider: What questions did the experience raise for you? What were you thinking/feeling? What do you wonder about? What assumptions, reactions, or confusions did you notice?

Field Experience Reflection can be turned in at any point, but is **due by 4:30pm April, 27th.**

### **Late work policy:**

It is expected that all class assignments will be submitted on time to the correct location.

LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT PER DAY LATE.

(Example: Due date is Sunday by 11:59pm. It is turned in on Tuesday at 11:59pm will receive an automatic 2 point deduction, before grading for content.) 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.

### **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 7<sup>th</sup> 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 a variety of helpful resources including online support and consultations. Communicating (often through writing) is a vital part of being an effective teacher and professional writing is a skill best learned through practice and revision. I encourage you to take advantage of this wonderful resource! <https://writingcenter.gmu.edu/>

### **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.

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

## COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
1,2,3,4,5	Participation	200	Weekly
1	Educational History	150	Feb. 9
1,2	Drafts of the three Belief Statements	50 each	February 9 March 2 April 13
1,2,3,4,5	Presentation: Current Events	150	March 30
	Field Experience Reflection	50	By May 4
1,2	Teacher Beliefs: Developing a Vision Statement (Final Draft)	100	May 4
1,2,3,4,5	Professional Goals Paper or Video	200	May 11
		<b>1000</b>	

## 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:

<b>Grade</b>	<b>GRADE</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A</b>	<b>93-100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A-</b>	<b>90-92</b>	<b>3.67</b>	
<b>B+</b>	<b>87-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>83-86</b>	<b>3.00</b>	
<b>B-</b>	<b>80-82</b>	<b>2.67</b>	

<b>C+</b>	<b>77-79</b>	<b>2.33</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>C</b>	<b>73-76</b>	<b>2.00</b>	
<b>C-</b>	<b>70-72</b>	<b>1.67</b>	
<b>D</b>	<b>60-69</b>	<b>1.00</b>	
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

**\*Note:** “C” is not satisfactory for a licensure course. “F” does not meet requirements of the School of Education.

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

### 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## TENTATIVE CLASS SCHEDULE

*\*Faculty reserves the right to alter the schedule as necessary with notification to students.*

Class Meeting	Guiding Questions/Topics	Readings, Activities, and
<p>Week 1</p> <p>Wednesday, January 26</p>	<p>What does <i>foundations of education</i> mean?</p> <p>Syllabus review</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Available on Blackboard (Week 1 Folder):               <ul style="list-style-type: none"> <li>○ Willing to Be Disturbed (Wheatley, 2009)</li> <li>○ Seeing the Student (Ayers, 2010) – read article or graphic cartoon or both</li> <li>○ A Message from a Black Mom to her Son (Watson, 2012)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Read through course syllabus, come with questions!</li> </ul>
<p>Week 2</p> <p>Wednesday, February 2</p>	<p>Who are we as individuals and as future teachers?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Despite the Best Intentions (DTBI) Ch. 1</li> <li>• Anthology Ch. 1 &amp; 2</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 3</p> <p>Wednesday, February 9</p>	<p>What are the purposes of school?</p> <p>Who decides what purposes school serves?</p>	<p><b>Assignment Due: Belief Statement 1</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• The Banking Concept of Education (Freire)</li> <li>• The School and Social Progress (Dewey)</li> <li>• Anthology Ch. 9 (OPTIONAL)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>



<p>Week 4</p> <p><b>Wed, February 16</b></p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p><b>Library Presentation</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Ch. 4</li> <li>• Reading the Rainbow (Ryan &amp; Hermann-Wilmarth, 2018)</li> <li>• Wells Op-Ed</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 5</p> <p><b>Wed, February 23</b></p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p>	<p><b>Assignment Due: Educational History</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• DTBI Ch. 2</li> <li>• Anthology Ch. 5 &amp; 6</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p>
<p>Week 6</p> <p><b>Wed, March 2</b></p>	<p>For whom does school “work”?</p> <p>For whom does school not “work”?</p>	<p><b>Assignment Due: Belief Statement 2</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• DTBI Ch. 3 &amp; 4</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 7</p> <p>Wednesday, March 9</p> <p>1:30</p>	<p>How should students be taught?</p> <p>What is most important for our students to learn?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Ch. 8 &amp; 15</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 8</p> <p>Wednesday, March 16</p>	<p><b>GMU Break</b></p>	<p><b>NO CLASS</b></p>
<p>Week 9</p> <p>Wednesday, March 23</p>	<p>How should students be taught?</p> <p>What is most important for our students to learn?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• DTBI Ch. 5</li> <li>• Anthology Ch. 14</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 10</p> <p>Wednesday, March 30</p>	<p>What is the best evidence of student learning?</p>	<p><b>Assignment Due: Current Event Presentations</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Ch. 7 &amp; 16</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p>Week 11</p> <p>Wednesday, April 6</p> <p><b>Online</b></p>	<p>What are the major federal, state, and local policies impacting schools today?</p>	<p><b>Read: N/A</b></p> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Week 11 Module on Blackboard</li> </ul>
<p>Week 12</p> <p>Wednesday, April 13</p>	<p>What is the best evidence of student learning?</p>	<p><b>Assignment Due: Belief Statement 3</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• DTBI Ch. 6</li> <li>• Teaching/learning approaches (as assigned): <ul style="list-style-type: none"> <li>○ Noddings (care)</li> <li>○ Montessori (constructivism)</li> <li>○ Skinner</li> </ul> </li> </ul>

<p>Week 13</p> <p><b>Wed, April 20</b></p>	<p>What is the best evidence of a successful classroom teacher?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Ch. 3 &amp; 17</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 14</p> <p><b>Wed, April 27</b></p>	<p>What is the best evidence of a successful classroom teacher?</p>	<p><b>Assignment Due: Field Hours Reflection</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Ch. 18 &amp; 20</li> <li>• Choice reading (available on Blackboard)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 15</p> <p><b>Wed, May 4</b></p>	<p>Who are we as future teachers?</p> <p><i>Course Wrap Up</i> <i>Course Evaluations</i></p>	<p><b>Assignment Due: Final Belief Statement</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Anthology Epilogue</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>