George Mason University
College of Education and Human Development
Secondary Education

EDUC 522.B05– Foundations of Secondary Education
3 Credits, Summer 2022
Peterson Hall Room 1113
Tuesdays/Thursdays 4:30-7:10 PM

Faculty
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Prerequisites/Corequisites
None.

University Catalog Course Description
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview
Foundations of Secondary Education offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and histories of secondary education. This course emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to secondary school settings.

Course Delivery Method
This course will be delivered using a lecture/seminar approach with multiple course activities required each session. Some class sessions will be held online asynchronously as noted in the syllabus.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. *Acknowledge* and evaluate the varied, competing, and changing purposes of American public education.
2. *Have* an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools,

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philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues.

3. *Recognize* the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. *Be aware of* the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. *Analyze* teaching behaviors and categorize them according to their relationships to research- based practice and major educational philosophies.
6. *Examine* the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
7. *Take* positions on selected issues in education and analyze how those positions relate to teaching style preferences.
8. *State* their own philosophical positions in regard to the following questions: o What is the nature of one subject matter area you wish to teach?
    o What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
    o What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

Professional Standards
InTASC Model Core Teaching Standards and Learning Progressions for Teachers.
Upon completion of this course, students will have met the following professional standards:

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Readings

No books are required for purchase. All readings will be made freely available online and posted in the Blackboard course. All other resources will be provided digitally through the Blackboard course.

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard unless otherwise instructed.

Assignments

Assignment	Points

(1) **Participation**, to include:
  • Reflective Journal (ongoing, in class)
  • In-class discussions
  • Online discussions (on Blackboard on 6/9, 6/16, & 7/5)
	20

(2) **Discussion Facilitation** (ongoing, Weeks 3-7)	15
(3) CLT Lesson Plan (due: Thursday, July 21)	20
(4) Clinical Experience: Foundations of School Project (due: Thursday, July 28)	10

(5) Digital Portfolio
(due: Thursday, July 28)
  • Resume (5 points)
  • Philosophy of Teaching (25 points)
  • Sample lesson plan (created with CLT) (N/A – graded separately)
  • Final reflection (5 points)
	35

Total Points Possible	**100**

(1) Participation & Reflective Journaling (20 points)
SEED seed addressed: *Inquiry & Reflection*

Rationale: Inquiry and reflection are essential in your training and professional development as a teacher. Actively participating in discussions about your learning, reading, thinking, and teaching are important in your work as a teacher with your colleagues and school.

Description: Participation in this course includes completion of the **Reflective Journal**, in-class discussions, and online discussions. The Reflective Journal is a personal space for you to ask questions, reflect, challenge beliefs, make connections, and develop your philosophy as a teacher. You will receive your journal on the first day of the course, and you should bring it with you to each class period as well as to any clinical experiences or field work opportunities. Each class, you will be given prompts and time to work in your journal. These reflections will act as a springboard for discussion, whether in-class or online. In addition to reflective value, the Reflective Journal is designed to help you develop your **Philosophy of Education**, a component of the culminating assignment in this course, the **Digital Portfolio**.
Some prompts will ask you to consider using a specific form in your Reflective Journal, while others will allow you to choose any form you'd like. We hope the form and function of the Reflective Journal will allow us to model the myriad of ways reflective journaling can be used in the secondary classroom.

Discussions of course topics (in-person and online) will take place during each class. These discussions are important to develop and articulate your thoughts, reflections, and connections regarding course topics and readings and your own experiences/anticipated experiences with teaching, teachers, and school. Active participation – speaking and listening with full attention – are expected in this graduate-level course.

Evaluation Criteria: 20 points – 20% of overall course grade
1. Quality of participation, reflections, and discussions (clarity, detail, effort)
2. Content of participation, reflections, and discussions (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected in participation, reflections, and discussions
4. Evidence of engagement with classmates and/or course topics in participation, reflections, and discussions

(2) Discussion Facilitation (15 points)
SEED seed addressed: *Social Justice*

Rationale: There are many complex injustices that impact schools and education of which teachers should be aware. The **Discussion Facilitation** assignment provides an opportunity to dig deeper into a topic of your choice, plan, and facilitate a discussion or activity designed to educate others on this topic. What do teachers/future teachers need to know about this topic? How does it impact teachers' or students' lives or the wider community?

Description: Students will sign up for their chosen topic during the first week of class and work in pairs (or small groups) to research the topic and design a short **discussion or activity**, which will be conducted in class on the assigned date. Discussion Facilitations will take place in class during weeks 3-7.

To prepare, students will work together to locate three sources (e.g., research or news article, podcast, video, lecture, etc) about their chosen topic (see topic guide). Each group will plan and lead the class in a 15-20-minute interactive discussion or activity based on the chosen topic. A *specific discussion strategy or activity* must be chosen to guide the class in discussion of this topic. It should reflect the topic of discussion and should be a strategy you might use with a class of middle or high school students.

Each group will also prepare a one-page handout of information for the class, including a lesson plan outline for the chosen discussion/activity, a rationale, and a list of references (minimum of three sources cited in APA style). A template will be available in class and on Blackboard.

Evaluation Criteria: 15 points – 15% of overall course grade
1. Evidence of engagement with topic (accuracy, relevance, coherence)
2. Structured discussion or activity (specific strategies used and indicated in lesson plan) that is relevant to topic
3. References to relevant sources (at least three, cited in APA)
4. Evidence of full and equal participation of all group members

(3) CLT Lesson Plan (10 points)
SEED seed addressed: *Partnership & Collaboration*

Rationale: Teaching, at its best, is a highly collaborative process. In Secondary Schools, we often work in Collaborative Learning Teams (CLTs) to plan and evaluate instruction. This assignment is designed to simulate the CLT expectations and environment and give you a glimpse into how working with a CLT might impact and enhance your teaching.

Description: You will be grouped into a CLT based on your content area and assigned a subject/ level/grade and a lesson plan that your CLT lead dictated must be incorporated into your "classroom." In pairs or trios, you will work to redesign this lesson in a way that fits your orientation as a teacher, incorporates your planned classroom routines, and appropriately scaffolds students toward your CLT's common assessment. You will re-group and collaborate with your whole CLT team in class to share ideas and receive feedback on your group's lesson.

Evaluation Criteria: 10 points – 10% of overall course grade
1. Evidence of full and equal participation of all group members
2. Incorporation of teaching practices referenced in course readings and/or discussions

(4) Clinical Experience: Foundations of School Project (20 points)
SEED seed addressed: *Agency & Advocacy*

Rationale: Spending time in schools – during clinical experiences and more formal semester- or year-long internship experiences – is an essential component of a teacher's education. This course requires 15 hours of clinical experience, which should include immersing yourself in a school's or school community's culture, speaking with young people, teachers, or other school staff.

Description: To help ground your clinical experience, you will choose an area of focus early on in this course: What **ONE** aspect of school do you want to know more about? What is a feature of school that you consider foundational, important, or challenging? During your 15 hours of clinical experience, you will fully immerse yourself in your chosen topic, conducting observations and research, gathering artifacts, and speaking with stakeholders to better understand your chosen feature of school. **Possible topic choices will be discussed in class.**
During our last class session, you will present a final report to the class (and other community members). Your **final report** on your topic can take any form but it should be a **multimedia or multi-genre presentation** that includes a synthesis of the following sources:
  * At least one interview with a young person, ideally one who is approximately the same age as the students you teach or hope to teach (family members are permitted).
  * At least one interview with an educator.
  * At least one interview with a community member or stakeholder, someone who is involved or concerned with your topic of choice.
  * Artifacts – pictures, recordings, handouts, items, etc. – collected during your clinical experience.
  * A reflection (~500 words) on major takeaways from your experience, including how it has informed your understanding of the history and/or purpose of public school and how it will inform your future teaching.

Evaluation Criteria: 20 points – 20% of overall course grade
  1. Evidence of engagement with topic (accuracy, relevance, coherence)
  2. Evidence of immersion in school culture
     3. Synthesis of all required components (interviews, artifacts, reflection)

(5) Digital Portfolio (35 points)
SEED seed addressed: *Respect & Relationships*

Rationale: Understanding your conception of and relationship to teaching is a vital part of your development as a teacher. Articulating these components in your teaching philosophy is often an important step in the employment process, whether it is communicated via your resume, a cover letter, or in a teaching interview. The Digital Portfolio serves as both the culminating assignment for this course and a space for you to begin to formulate your teaching philosophy, a living document that can grow with you through the program and eventually be shared with a future employer.

Description: Students will create their Digital Portfolio in any **free** online web space (e.g., Google Sites, Wix, Weebly, Squarespace, Adobe Portfolio, etc.). In its final form, it should include the following components, some of which will be part of other course assignments:

      I.   Resume
      II.   Philosophy of Teaching (1-2 pages)
      III.   Sample lesson plan (your CLT Lesson Plan project)
      IV.   Clinical Experience: Foundations of School Project
      V.   Final reflection (2-3 paragraphs)

Component I: Resume
A resume that details education, skills, awards/certificates, and any relevant job or volunteer experiences.

Component II: Philosophy of Teaching Document
In 1-2 single-spaced pages (maximum length), describe and illustrate your philosophical approaches to teaching based on the issues addressed in class. In your paper, respond to **a minimum of three** of the guiding questions listed below. In addition to these guiding questions, you can add your own questions to answer. You are encouraged to seek relevant outside sources for additional information and guidance, such as articles in journals, chapters in books, essays and writing online, etc. You are encouraged to examine the standards of an effective teacher from InTASC as well as standards of learning for your specific content area in order to help guide you in the development of your teaching philosophy.
Guiding questions:
- Who are you *now* as a teacher?
  - What learning theories do you most strongly identify with and why?
  - What is the role of the teacher with respect to motivation, instruction, assessment?
  - What is the role of the teacher in the community and in society?
- How will you communicate who you are as a teacher with your students?
  - How will we build a classroom community that honors our students' cultures and lives?

- How do we organize our schools and classrooms to best serve our students and our profession?
- What is/are/should be the purpose(s) of school?
  - What do you anticipate your students' relationship to school will be like?
  - What is the purpose of the subject matter area you wish to teach, to you and to your future students?
  - What are the most important skills our students need to be empowered citizens, and productive members of society?
- What are the myths and assumptions about school you hope to not perpetuate?
  - What are the assumptions our teaching practices and education policies make about our students and their communities?
  - What are the assumptions our teaching practices and education policies make about school organization?
  - What roles will you and your students play in considering, contributing to, and challenging education policies?
- Who do you *want to be* as a teacher?
  - What is the best evidence of our students' learning?
  - What is the best evidence of your success as a teacher?
  - How will you best be sustained to remain in the teaching profession?
  - How will you continue to grow as a teacher during the first five years of your career? In the years following?

Component III: Sample Lesson Plan
A link to or file upload of the lesson plan you create with your CLT.

Component IV: Clinical Experience: Foundations of School Project
A link to or file upload of your Clinical Experience Project final presentation/report.

Component V: Final Reflection of the Course & Its Themes
In 1-2 single-spaced pages (maximum length), describe takeaways and insights you developed from the course. Your reflection should address any of/all the following essential questions:
1. What is the purpose of school in the past, present, and possibly in the future?
   a. How do schools *work*? What are the routines, norms, and challenges currently facing schools and teachers? What social agreements are essential to school functionality?
2. What *should* the purpose of school be, for students and communities?
   a. What roles do teachers play in schools, both in the past and in the present? How do these roles exist both ideally (as intended) and realistically (as enacted)?
   b. What roles will YOU play as a teacher? What is your teaching mission? What sustains or impedes that mission? How does your philosophy of teaching inform your mission?

Evaluation Criteria: 35 points – 35% of overall course grade

1. Inclusion of all required components (resume, philosophy of teaching, CLT lesson plan, clinical experience project, reflection)
2. Incorporation of teaching roles, practices, and philosophies referenced in course readings and/or discussions (with references appropriately cited)
3. Professional writing quality (formal language, clarity, evidence of proofreading)
4. Thoughtful and professional design (clean, accurate, attention to detail)

Grading

Graduate:
A = 95-100%;
A- = 90-94%;
B+ = 87-89%;
B.= 83-86%;
B-= 80-82%;
C.= 70-79%;
F = Below 70%

Undergraduate:
A = 93-100%
A- = 90-92%
B+ = 86-89%
B = 82-85%
B-= 80-81%
C = 70-79%
D- 60-69%
F = Below 60%

IN: Incomplete
AB: Absent with permission

Professional Dispositions
 See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
This schedule is subject to change. If any changes are made, you will be notified via Blackboard

Class Session & Essential Questions	Topic(s) Addressed for This Session	Reading(s) Due for This Session (SUBJECT TO CHANGE)

Tues., June 7 *What is secondary education?* *Who are we as secondary educators?* Learner Outcomes Addressed #1, #2, #8	• Course introduction • What is secondary education? • Secondary education in society and culture • History of secondary education in the U.S. • Historical evolution of the secondary educator • Why teach? • Go over journals: What does it mean/look like to participate in class? Journaling & discussions across content areas • Sign-Up Sheet	None

Thurs., June 9
 	
Asynchronous Session Complete online session/ discussion board by 11:59 PM Thursday, June 9
 	
What are some current challenges and opportunities for U.S. secondary education in the present?
 	
How is secondary education framed, presented, and written about in the media and public conversations?
 	
Learner Outcomes #2 and #7
	• Understanding contemporary conditions and realities of secondary education in the U.S. (online discussion)
	    ○ Challenges
	    ○ Successes
	    ○ Opportunities
		• **Explore:** "Failure Factories" (series) *Tampa Bay Times*
		• **Read:** "What if America Didn't Have Public Schools?" *The Atlantic*
		• **Watch:** "The Toxic Culture of Education" TEDTalk
		• **Review:** "The Past, Present, and Future of Education" Infographic
		• **Explore:** NCES 2021 Condition of Education report
		
		Optional:
		• "Exacerbating inequality: the failed promise of the No Child Left Behind Act"
		• "Educators Speak Out: Spring 2022" *Rethinking Schools*

Tues., June 14
 	
What is the curriculum of secondary education in the U.S.?
 	
What are the philosophical assumptions of secondary education in general and your subject content area specifically?
 	
Learner Outcomes #5, #6, #8
	• Introduction to curriculum terminology & professional organizations
	• Curriculum Interest Inventory Activity
	• SEED 'seeds' Orientation Activity
	• Model Discussion (Facilitation)
	• What are the 'vibes' of your subject area?
		• **Review:** *Classroom Management from the Ground Up* Ch. 1-2
		• **Review:** *National Middle School Association "This We Believe" Statement*
		• **Choose ONE:** "Teaching for Better Humans" NPR
		• **Explore**: Your subject content area's website:
		    ○ NCTE – English
		    ○ NSTA – Science
		    ○ NCSS - Social Studies
		    ○ NCTM – Math
		    ○ NSTA - Computer Science

Thurs., June 16
 	
Asynchronous Session
 	
Complete online session/ discussion board by 11:59 PM Thursday, June 16
 	
Which kind(s) of teachers do secondary schools and students need?
 	
What is foundational to good teaching in secondary education?
 	
Learner Outcomes Addressed #1, #2, #5, #7, #8
	• Exploring High Leverage Practices from TeachingWorks
	• Exploring elements foundational to good teaching
	    ○ Motivation
	    ○ Choice
	    ○ Patience
	    ○ High expectations
		• **Read:** "Testing, Best Practices, and the Teacher Intellectual"
		• **Read:** *What Great Teachers Do* excerpt
		• **Read:** "Why Teachers Adopt a Controlling Motivation Style toward Students"
		
		Optional:
		• "Traits of Effective Teachers"
		• "What Makes a Great Teacher?" *The Atlantic*
		• "Passion is not enough: Preparing middle level preservice teachers…"

| Tues., June 21

How do secondary educators use different pedagogical approaches?

What are some contemporary instructional strategies used in secondary education?

Learner Outcomes Addressed #2, #4, #5, #6, #8 | • Exploring aspects of learner development and instructional Strategies
   ○ Development, motivation, cognitive abilities
   ○ Trauma-Informed Practices
   ○ Culturally Responsive Pedagogy
   ○ Culturally Relevant Pedagogy
   ○ Culturally Sustaining Pedagogy | • **Review:** *Equity-centered Trauma-Informed Education:* Introduction & Part I
• **Read:** Three cultural pedagogy readings posted on Blackboard - TBD

Optional:
• ["12 Teenagers on What Adults Don't Get About Their Lives"](#) *The New York Times*
• ["The Myth of 'Learning Styles'"](#) *The Atlantic*
• "[Guiding Students to Develop a Clear Understanding of Their Cell Phone Use](#)" *Edutopia* |

Thurs., June 23 *How do secondary educators differentiate instruction?* *How does secondary education respond to the needs of exceptional learners?* Learner Outcomes Addressed #3, #4, #5,	• Understanding the landscape of services and accommodations for special education, gifted education, and ESOL education • Exploring aspects of learning differences and instructional strategies ○ Special Education ○ Gifted Education ○ ESOL Education ▪ Watch: Immersion	• **Read:** "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools" • **Watch:** "Why diversity is not enough to reach real integration in schools" TEDTalk • **Read:** "Education in a Multicultural Society: Our Future's Greatest Challenge" excerpt from Lisa Delpit's *Other People's Children* • **Read:** "Meet the Denver principal who wants gifted education in every classroom" *ChalkBeat* **Optional:** • "Do Schools Kill Creativity?" TEDTalk • "What One Assistant Principal Learned from Shadowing a Student for a Day" *PBS*

Tues., June 28
 	
 What are the elements of a positive learning environment in secondary schools and classrooms?
 	
 Which approaches support student well-being in secondary schools and classrooms?
 	
 Learner Outcomes Addressed #2, #3, #4, #5
	• Exploring different aspects about learning environments
	    ○ Norms of school
	    ○ Collaboration
	    ○ Student mental health
	      ○ Student well-being
	      ○ Mindfulness
	 • SEL
		• **Review:** *Classroom Management from the Ground Up* Ch. 3
		 • **Choose ONE:** "The Mental Health Crisis in Our Schools" *NPR*
		 • **Read:** "Why the children's mental health crisis predates the pandemic" *The Washington Post*
		 • **Review:** "Statement in Support of Learning Environments that Meet the Social-Emotional Needs of our LGBTQ+ Students" AMLE
		
		 Optional:
		 • "Preventing Pressure from Becoming Stress" AMLE

Thurs., June 30 *How do secondary educators engage with and use theories of teaching and learning that recognize student diversity?* *How do secondary educators work with the families and communities of their schools?* Learner Outcomes Addressed #2, #3, #4, #7	• Comparing and contrasting culturally responsive, culturally relevant, and culturally sustaining pedagogies • Exploring aspects of working with families and communities of secondary schools	• **Watch:** "Bringing Cultural Context and Self-Identity Into Education" TEDTalk • **Read:** "What's Lost When Black Children are Socialized into a White World?" *The Atlantic* • **Read:** "Culturally Responsive and Asset-Based Strategies for Family Engagement in Odds-Beating Secondary Schools" **Optional:** • "The Lost Summer" *Long Reads* • *School Colors* NPR
Tues., July 5 *How do we examine where we are at this point in our learning?* *What do we need to (re)visit, (re)consider, and work towards?* Learner Outcomes Addressed #8	• Mid-Point Check-In Session (modeling formative feedback tools) • Class time to meet with Mark and Michelle • Class time to work with other classmates and/or work on course assessments	None

Thurs., July 7 *What are elements of successful and positive classroom management?* *How do secondary educators cultivate and sustain relationships with their students?* *How do secondary schools respond to problems of student discipline, conduct, and safety?* Learner Outcomes Addressed #4, #5, #6, #7, #8	• Developing approaches to classroom management • Cultivating and sustaining relationships with learners • Exploring approaches to student discipline and conduct	• **Review:** *Classroom Management from the Ground Up* Ch. 5 • **Read:** "'Maybe That Concept Is Still with Us': Adolescents' Racialized and Classed Perceptions of Teachers' Expectations" • **Read:** ""Loud, proud, and love a crowd:" African American girls and school discipline practices" • **Read:** "Keeping Disruptive Students in the Classroom" *Edutopia* • **Explore:** "Restorative Justice in Schools: An Overview" *Cult of Pedagogy* **Optional:** • "Resolving Ethical Issues at School" • "Seven Basic Steps to Solving Ethical Dilemmas…"

Tues., July 12 *How do secondary educators assess student learning?* Learner Outcomes Addressed #5, #6, #8	• Designing and delivering high quality assessment strategies • Exploring aspects of assessment within your subject content areas	• **Read:** "How PLCs Do Data Right" • **Read:** "No Points Off for Late Work" *Edutopia* • **Read:** "Using Frequent Feedback Cycles to Guide Student Work" *Edutopia*
Thurs., July 14 *How do secondary educators make informed decisions about their instruction?* *How do secondary schools reflect and plan for change and improvement?* Learner Outcomes Addressed #1, #4, #5, #6, #7, #8	• Data-driven planning and instruction • Working with school departments, CLTs, PLCs, and division-level administrators and specialists • Exploring issues of school change, reform, and improvement	• **Review:** "Effective Feedback for Deeper Learning" *Actively Learn* • **Read:** "Play, Move, Calm, Think: An Advisory Approach with Student Choice at the Center" • **Read:** "Middle school curriculum aimed at developing agents of change" • **Read:** "Solidarity with solidarity: The case for collaborative professionalism"

Tues., July 19 *How has the COVID-19 pandemic affected secondary education?* *How have secondary educators responded to the challenges of the ongoing COVID-19 pandemic?* Learner Outcomes Addressed #1, #2, #3, #4	• COVID & secondary education • Considering and reflecting on the 'new normal' for secondary education • Discussion of "School's Out Forever" *This American Life* (if time permits)	• **Read:** "No More Normal" *Rethinking Schools* • **Read:** "With Plunging Enrollment, a 'Seismic Hit' to Public Schools" *New York Times* • **Read:** 362 School Counselors on the Pandemic's Effect on Children: 'Anxiety Is Filling Our Kids' *New York Times*
Thurs., July 21 *What are contemporary political, legal, and social issues affecting secondary education?* *How do secondary educators navigate the shifting political terrain of public education?* Learner Outcomes Addressed #1, #3, #4, #7, #8	• Exploring political, legal, and social issues affecting secondary education • Understanding school boards, legislative and regulatory bodies, education legislation, and education policy	• **Read:** "How the Attack on Teachers Threatens the Future of Public Schools" *Rethinking Schools* • **Listen:** "Jill Lepore on Parents' Rights and the Culture War" *The New Yorker Radio Hour* • **Read:** "On race and schools, here's what Americans agree and disagree on" *ChalkBeat* • **Read:** "'Age-appropriate' books, history, and CRT: What you need to know about the Tennessee curriculum debate" *ChalkBeat*

Tues., July 26 *How do secondary educators grow in their professional careers?* *What do emerging and novice secondary educators need to know entering the profession?* Learner Outcomes Addressed #7, #8	• Ethical and moral dimensions of teaching • Strategies for building a career in education • Considering multiple career pathways in secondary education • Planning for life after SEED	• **Watch:** "What Makes a Good Teacher?" TEDTalk • **Read:** "Becoming the Teacher I Am Today" • Selected readings on ethical and moral dimensions of teaching - TBD
Thurs., July 28 *What did we learn?* *Where do we go from here?* Learner Outcomes Addressed #7, #8	• Final Class Session • Sharing projects	None

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/). o Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

o 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/knowledgebase/blackboard-instructional-technology-support-for-students/. o 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 703-9932380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-9938730, 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/