

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

ELED 242 Section A02
Foundations of Elementary Education (3 credits)

Summer 2022 (May 23 – June 25)

Tuesdays & Thursdays, 10:30am-1:10pm (Face-to-Face in Thompson L028, Fairfax Campus)
Saturdays (Asynchronous online via Blackboard)

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Office Hours: Tuesdays & Thursdays, 1:15-2:15

Office Location: Thompson 1407, Fairfax Campus

Cell Phone: provided in class

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Recommended Prerequisites:

EDUC 200: Introduction to Teaching

EDUC 301: Introduction to Diverse Learners

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: None.

Course Delivery Method: This course will be delivered **in a hybrid format using primarily face-to-face, as well as asynchronous online, methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see “Class Schedule” for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmU.edu) and email password. The course site will be available before the first day of class.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group

activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the “Class Schedule” section.

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
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
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 Zoom 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/

Expectations

1. Course Week: Our course week will begin on the day that our face-to-face 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, class discussions, and/or access to course materials 4 times per week.
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. In addition, students must complete assigned asynchronous activities by the due dates specified.
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. Those unable to come to the Mason Fairfax campus can meet with the instructor via telephone or videoconference. 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.

REQUIRED TEXTS:

Koch, J. (2020). *Teach: Introduction to Education* (4th ed.). Sage.

Virginia's Standards of Learning (SOLs) 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. **Attendance and Participation (35%)**

It is expected that you attend all face-to-face and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, 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 48 hours advance notice has been provided to the instructor.

Per the ELED Undergraduate Program Handbook, "in the Elementary Education Program, no more than one unexcused absence is allowed for any course. More than one absence of any kind will affect your mastery of course content, which can affect your final grade and will require a conference with your instructor. In some cases, you may be requested to meet with the program coordinator and/or academic advisor. Please note: notification of an "intended absence" does not mean it is an excused absence" (p. 12). **Students with two or more unexcused absences will not receive credit for the course.**

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, **you are expected to contribute to face-to-face and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes completion of all face-to-face and asynchronous application activities and is worth 35% of your final grade in the course. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- NearPod lesson activities
- Additional asynchronous work, as assigned
- Exit tickets

2. **Beliefs on Education: Developing a “Successful School” Vision Statement (20%)**
DUE: Saturday, May 28 and Saturday, June 25

As we move through the course, you will identify, develop, and refine your beliefs about what it takes to make a successful school. These beliefs will likely shift, grow, and deepen as you learn more about the teaching profession. This assignment serves as an initial tool to uncover what you think is best for teaching and learning.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. Using the “Beliefs on Education Working Document” you download from the Assignment Resources section of Blackboard, you will reflect on how your thoughts are changing/evolving; you will revisit this to refine/expand your thoughts.

This assignment will consist of two parts, described below.

Part 1: Beliefs on Education (DRAFT)

DUE: Saturday, May 28

In the “Beliefs on Education Working Document,” you will address each of the following prompts in separate paragraphs:

- I believe that teaching...
- I believe that learning...
- I believe the purpose of schooling is...
- I believe students learn best when **they**...
- I believe students learn best when **the teacher**...

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

After writing to each of these prompts, you will then include a discussion of approximately 2-4 paragraphs in which you (1) reflect on what you wrote for each of the prompts and (2) consider areas that intersect and sources of tension in your beliefs and preferred practices. It is encouraged that you pose questions and wonderings.

Part 2: Beliefs on Education & School Vision Statement (FINAL)

DUE: Saturday, June 25

The final Beliefs on Education document should consist of two separate sections:

- Comprehensive revisions to the DRAFT submitted for Part 1.** You should revise your responses to the belief statement prompts and write a new reflection, in which you consider areas that intersect and sources of tension in your beliefs and preferred practices. *Your revisions should demonstrate extensive evidence on how your thinking has evolved since your first draft.*
- The final School Vision Statement.** Here you will write a School Vision Statement that pulls together the ideas and beliefs identified in your belief statement prompts. It should be evident that this statement was drawn from your evaluation and synthesis of your belief statements and other sources of reflective learning. It should **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about schooling.

Example:

“A successful school is a place where 21st century goals are met and individuality as well as creativity are valued. All students are held accountable for achieving to their highest abilities and relationships are fostered by a united community of learners.”

The rubric used to evaluate this assignment will be provided in class. Part 1 will be worth 8%, while Part 2 will be worth 12%, for a total of 20% of your final grade in the course.

3. Educational History (10%)

DUE: Saturday, June 4

We know from the research literature that our prior school experiences as a student (a.k.a. our Apprenticeship of Observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to

teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 3-4 pages in length (double-spaced) and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences in elementary, middle, and high school, as well as college. It should include your reflection on these experiences, as well as a discussion on the implications of how those experiences might shape how you instruct and manage your own future classroom.

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. This assignment is worth 10% of your final grade in the course.

4. **Current Issues for Teachers: Group Presentation (20%)** **DUE: Thursday, June 16**

What issues are important to us, as future educators? For this assignment, you and your group members will select and analyze a current issue **related to education** that is of particular interest or importance to you. You will consider this education issue through the lenses of culture, religion, race, language, ability, gender, and/or socioeconomic class, as well as any broader topic of your interest.

As a group, you will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your field placement (if applicable). You will also reflect on what implications this issue might have for your future classroom and future career as an educator. Your group will give a 10-15 minute presentation on your topic.

Your presentation should consist of:

- **Description:** a thorough description of the issue
- **Current & Historical Trends:** the current trends and perspectives on this issue and how this issue has changed over time
- **Analysis of Impact/Effect on Three Different Student Populations:** an analysis of the issue from at least three different student population lenses
- **Connections to your own experiences:** as a student, teacher, and/or observer, etc.
- **Implications for your future classroom:** key takeaways that you want us to know as a result of this presentation; what do you and others need to know as future educators regarding this issue?
- **Questions & Next Steps:** questions that surfaced while researching this issue and what you would like to explore next as it relates to your issue

The process of brainstorming, research, and initial analysis of your issue will be supported through group conferences. Specific guidelines for this assignment, as well as the rubric, will be distributed in class. This assignment is worth 20% of your final grade in the course.

5. Professional Goals Paper or Video (15%)

DUE: Tuesday, June 21

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 why? What does this mean for you in the future?

For this assignment, you will choose to write either a 3-4 page paper (double-spaced) or create a 10-15 minute video addressing these questions in relation to the career you hope to pursue in the field of education. You will be required to cite at least three readings and/or resources from the course. Additional information, as well as the rubric, will be provided in class. This assignment is worth 15% of your final grade in the course.

Other Requirements:

Work Timeliness Expectations

All assignments are to be submitted **by 11:59 PM on the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor and may include an automatic 10% reduction on the assignment score.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class. *Please note that assignments submitted in PDF format will not be accepted.*

Assignment Formatting

Assignments should be saved as Microsoft Word or Google Docs documents with your Preferred Name and Assignment Title (e.g., **Holly_Educational History**). All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Please Note: The GMU Writing Center offers free online and in-person writing support. Professional writing can be difficult; I encourage you to take advantage of this service. <https://writingcenter.gmu.edu/>

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>Assignments</i>	<i>%</i>	<i>Due Date *by 11:59 PM</i>
1, 2, 3, 4, 5	Attendance and Participation	35%	ongoing
1, 2, 5	Beliefs on Education: Developing a “Successful School” Vision Statement	20% <i>Draft: 8%</i> <i>Final: 12%</i>	Draft: May 28 Final: June 25
1	Educational History	10%	June 4
1, 2, 3, 4, 5	Current Issues for Teachers: Group Presentation	20%	June 16
1, 2, 3, 4, 5	Professional Goals Paper or Video	15%	June 21

GRADING POLICIES

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

***Note: “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 Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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 Assignments (DUE BEFORE CLASS)
<p>Day 1</p> <p>Tuesday, May 24</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>What does <i>foundations of education</i> mean?</p> <p>Syllabus review</p>	<p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Wheatley (2009), Willing to be disturbed • Ayers (2010), Seeing the student (read text version and/or graphic novel) • Watson (2012), A message from a Black mom to her son <p>Watch/Do:</p> <ul style="list-style-type: none"> • Nearpod: ELED 242 Syllabus • Getting Started Survey
<p>Day 2</p> <p>Thursday, May 26</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>Who are we as individuals and as future teachers?</p> <p>What is the history of education in the United States?</p>	<p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 1: Becoming a Teacher • Koch (2020), Ch. 3: A history of schooling in America (pp. 33-44 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Assignment Introduction Video (Beliefs on Education) • Write Autobiography Poem
<p>Day 3</p> <p>Saturday, May 28</p> <p>Asynchronous Online</p>	<p>What is the relationship between pedagogy, instruction, and theories on how people learn?</p>	<p>DUE: Rough Draft of Beliefs on Education Assignment</p> <p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 4: What does it mean to teach and to learn? (pp. 50-59 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: What is pedagogy? • Assignment Introduction Video (Educational History)

<p>Day 4</p> <p>Tuesday, May 31</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>What are some contemporary trends in education?</p>	<p>Text:</p> <ul style="list-style-type: none"> Koch (2020), Ch. 6: Contemporary trends in education <p>Blackboard:</p> <ul style="list-style-type: none"> Mahoney (2019), 20 years after Columbine, schools have gotten safer. But fears have only grown <p>Watch/Do:</p> <ul style="list-style-type: none"> Video: The science of learning and development Take VIA character strengths survey Explore Positivity Project character strengths
<p>Day 5</p> <p>Thursday, June 2</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p><i>Choose topic for group presentations in class</i></p>	<p>Text:</p> <ul style="list-style-type: none"> Koch (2020), Ch. 5: Who are today’s students? <p>Blackboard:</p> <ul style="list-style-type: none"> Bell (2016), Teaching at the intersections: Your students are more than their most visible identities <p>Watch/Do:</p> <ul style="list-style-type: none"> Assignment Introduction Video (Current Issues Group Presentation)
<p>Day 6</p> <p>Saturday, June 4</p> <p>Asynchronous Online</p>	<p>WORK TIME</p>	<p>DUE: Educational History Assignment</p> <p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> Find one peer-reviewed article for presentation and email to instructor by 11:59 PM
<p>Day 7</p> <p>Tuesday, June 7</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>For whom does school “work”?</p> <p>For whom does school not “work”?</p> <p><i>Presentation group conferences with instructor in class</i></p>	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Gorski (2013), Building a pedagogy of engagement for students in poverty Tampa Bay Times (2015), Failure factories <p>Watch/Do:</p> <ul style="list-style-type: none"> Bring emailed article to class to discuss with presentation

<p>Day 8</p> <p>Thursday, June 9</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>How should students be taught?</p> <p>What is most important for our students to learn?</p> <p><i>Meet with presentation group in class</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 4: What does it mean to teach and to learn? (pp. 59-62 only) • Koch (2020), Ch. 9: Classroom Communities <p>Blackboard:</p> <ul style="list-style-type: none"> • Bruno (2015), How people learn – An evidence-based approach • Deans for Impact (2015), The science of learning • Glossary of Education Reform (2015), Hidden curriculum
<p>Day 9</p> <p>Saturday, June 11</p> <p>Asynchronous Online</p>	<p>What are the major federal, state, and local policies impacting schools today?</p>	<p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 3: A history of schooling in America (pp. 44-49 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • Camera & Cook (2016), Title I: Rich school districts get millions meant for poor kids • Selected readings from VDOE on allowable use and spending of Title I funds • Lee (n.d.) What is the Individuals with Disabilities Education Act (IDEA)? <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Education Week (2016), ESSA explained: Inside
<p>Day 10</p> <p>Tuesday, June 14</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>What is the best evidence of student learning?</p>	<p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 4: What does it mean to teach and to learn? (pp. 62-64 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • McTighe & O’Connor (2005), Seven practice for effective learning • Chappius (2015), Goal orientations, effects on student motivation, and connections to the seven strategies <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: TED Talk on Testing, testing with Linda Darling-

<p>Day 11</p> <p>Thursday, June 16</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>PRESENTATION S</p>	<p>DUE: Current Issues for Teachers Group Presentations</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Assignment Introduction Video (Professional Goals Paper or Video) • Submit presentation BEFORE class
<p>Day 12</p> <p>Saturday, June 18</p> <p>Asynchronous Online</p>	<p>What are the attributes of a global classroom?</p> <p>What are 21st century skills?</p>	<p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 7: Classroom teaching in the digital age • Koch (2020), Ch. 8: The global classroom <p>Blackboard:</p> <ul style="list-style-type: none"> • Heubeck (2022), What do top U.S. companies think schools could do better? We asked <p>Watch/Do:</p> <ul style="list-style-type: none"> • 21st Century Skills in the News Activity • Work on Professional Goals Paper or Video Assignment
<p>Day 13</p> <p>Tuesday, June 21</p> <p>10:30am – 1:10pm</p> <p>F2F in Thompson L028</p>	<p>What is the best evidence of a successful classroom teacher?</p> <p>Who are we as future teachers?</p> <p><i>Course Wrap Up Course Evaluations</i></p>	<p>DUE: Professional Goals Paper or Video</p> <p>Text:</p> <ul style="list-style-type: none"> • Koch (2020), Ch. 2: Teaching stories • Koch (2020), Ch.10: Making the decision to become a teacher <p>Blackboard:</p> <ul style="list-style-type: none"> • InTASC Standards (2013), Summary of updated inTASC Core Teaching Standards (pp. 8-9) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Teaching Channel (n.d.), Measures of effective teaching: Student feedback
<p>Day 14</p> <p>Saturday, June 25</p>	<p>NO CLASS</p>	<p>DUE: Final Version of Beliefs on Education Assignment</p>