

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

ELED 542: Foundations of Elementary Education

ELED 542-004

3 Credits, Fall 2022

Innovation Hall 136, Fairfax Campus, Wednesdays 4:30 PM-7:10 PM

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Course: Format: Face-to-face and asynchronous
Classes will meet in Innovation Hall 136 (Fairfax Campus) from 4:30 PM – 7:10 PM.

For COVID 19 procedures in Fall 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>

COURSE DESCRIPTION:

A. **Prerequisites:** Admission to MEd in Curriculum & Instruction: Elementary Education licensure program

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

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

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

THE COURSE DELIVERY:

This course will be delivered (76% or more) using both a face-to-face and an asynchronous format 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 by August 22 at the latest.

Since some of this course may be held synchronously online (if necessary), **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.**

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous 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 below.

Technical Requirements

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

- 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

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins and software 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/
 - Screencast-O-Matic - <https://screencast-o-matic.com/>
 - Zoom – <https://zoom.us/>

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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.

- 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.

- 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.

- 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.

- 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 via telephone or zoom. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- 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, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure 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:
National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

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

Association of Childhood Education International Standards

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

InTASC Standards

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

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. Technology standards

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

REQUIRED TEXTS:

Canestrari, A. & Marlowe, B. (2021). *Educational Foundations: An Anthology of Critical Readings (4th edition)*. Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP. Or you can download the e-book version of *Despite the Best Intentions* through GMU library for **free**.

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=2101588>

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

Additional selected readings will be posted on Blackboard in the modules.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or email).

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Participation

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled classes and asynchronous/F2F meetings outlined within the syllabus**. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least **48 hours in advance**. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

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

In addition to the readings, you may be asked to watch videos, 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.

When or if on Zoom, you will use your webcam in small group discussions and when you address the whole group.

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

Assignments:

a. 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.

You are responsible to write Journal Reflections that have you think and respond to the reading assigned that week for class as part of your participation grade. For each reflection submitted and discussed in class, you will receive 1 point toward your participation grade (5/20points)

b. Educational History

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

Your Educational History should be 2-4 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

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

Your Educational History is due **Sept. 14** by midnight. You will submit it through the **Assessments** tab on Blackboard.

c. Teacher Beliefs: Developing a Vision Statement

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

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

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

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

This document serves as an evolving draft of your beliefs and you will submit this draft in Blackboard under the Assessment tab. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for this **draft, due on Sept 20. We will be discussing them in class on Sept 21.** You will receive **5 points** for turning in this draft on time.

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

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

Your final vision statement is due on the last day of class, Nov. 30. You will upload your statement as well as your final full draft/notes.

d. FOR FIELD HOURS: Teaching in a Classroom Post Pandemic

As we will learn in this class, not everyone has the same educational experience. Many students are disenfranchised by the school system due to race, ethnicity, gender, sexual orientation, language and/or disabilities. This has become an issue people are recognizing during the

pandemic as some children struggled socially, emotionally, and academically. As you participate in the field experience, pay attention to the students who seem to be thriving and those who are struggling. What do you notice about these sets of students? Why do you think some are thriving and others are not? What factors contribute to this? What supports are needed and being used for those struggling? Write a 2-3 page reflection about your observations and what you have learned about teaching.

Your paper is due **Nov. 30 by midnight** submitted to Blackboard.

e. Professional Issues for Teachers: Research Paper and Video Presentation

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

To this end, you will select and analyze a professional issue that is of particular interest or importance to you. You will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your current field placement.

You will create a video of you presenting your roundtable topic. The video can be uploaded to YouTube or another video streaming service. You will post the URL in Blackboard's Discussion Board. You will view 3 classmates videos and post a comment and a question related to the topic. You will answer the questions posted on your video. A rubric will be provided at a later date with specific components.

The process of brainstorming, research, and initial analysis of your issue will be supported in class with a visit with Education Librarian (Anne Driscoll,).

Roundtable video is due on **Oct. 26**. Comments are to be posted Nov. 2.

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

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

- **Portfolio Part #1**

MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*

- <https://iris.peabody.vanderbilt.edu/module/preref/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection. **Part 1 is due Oct. 26.**

- **Portfolio Part #2**

COMPLETE THE FOLLOWING READINGS:

- Attention-Deficit/Hyperactivity Disorder: <https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf>
- IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): <https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/>
- Language-Based Learning Disabilities: <https://www.asha.org/public/speech/disorders/LBLD.htm>
- Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf
- Speech & Language Impairments: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ANY TWO OF THE FOLLOWING ACTIVITIES:

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

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. You need 3-4 citations in your reflection of the readings. Post to Bb/TK20.

- **COMPLETE Portfolio Part #3**

MODULE: *Teaching English Language Learners: Effective Instructional Practices*

- <https://iris.peabody.vanderbilt.edu/module/ell/>

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection. **Part 3 is due Nov. 2.**

- **Portfolio Part #4**

THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning: <http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning>

- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms <http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners>
- Being Bilingual May Help Autistic Children <http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html>
- Culturally Responsive Literacy Instruction http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCREST/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Literacy_Brief_highres.pdf
- Standards-based Writing for ELLs <http://www.colorincolorado.org/article/standards-based-writing-ells>

NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:

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

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are “I learned...” and/or “Prior to... I believed”. You need 3-4 citations in your reflection of the readings. Post to Bb/TK20.

SPED/ELL Portfolio is due Dec 7 by midnight.

2. Assignment Points

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3	Participation (journal and/or discussion posts as well as informed class contributions)	20	Weekly 5/20 points appointed for 5 Journal Reflections
1	Educational History	15	Sept. 14
1	Teacher Beliefs: Developing a Vision Statement	15	Draft: Sept 21 (5 points) Final Statement: Nov. 30
1, 2	Field Experience Paper	20	Nov. 30

1, 2, 3	Professional Issues for Teachers: Video Roundtable	15	Video due Oct. 26 Comments due Nov. 2
1, 2, 3	SPED and ELL Portfolios ---- PBA	15	Dec. 7
		100	

3. Grading Policies

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

Grade	GRADING	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	Denotes an unacceptable level of understanding and application of the basic elements of the course
C*	70-79	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	

**Remember: A course grade less than B requires that you retake the course.*

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

4. Other Expectations

APA format:

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 7th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

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

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the

instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:

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

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

TENTATIVE CLASS SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Content of some classes may be switched.

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
Week 1	Aug. 24	Review Syllabus and Assignments Introductions Why do we want to teach? What experience/s and/or history helped you decide to be a teacher?	You will be required to conduct 15 hours of field work in classrooms for this course. Dr. Bean is the point person in charge of your field placement in schools and to whom you will be required to submit your paperwork documenting the hours you completed.
Week 2	Aug. 31 Asynchronous	What does <i>foundations of education</i> mean? Who are we as individuals? What experience/s and/or history helped you decide to be a teacher? Who are we as future teachers?	Bb: Module 1 Read articles on Bb: -Willing to be Disturbed -Ayers -Watson Anthology: Ch 1 Ch 2 Journal Reflection 1 Due on Bb —Be ready to discuss reflections with peers in next F2F class

<p>Week 3</p>	<p>Sept. 7</p>	<p>What are the purposes of school?</p> <p>Who decides what purposes school serves?</p>	<p>Bb: Module 2 Read article posted on Bb: -Failure Factories - DTBI:Ch 1 Be ready to discuss the “guiding questions” posted in the module in class</p> <p>Purposes of Schools Graphic Organizer due</p>
<p>Week 4</p>	<p>Sept. 14 Asynchronous</p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Gender and Special Needs</p>	<p>READ: DTBI: Ch. 2 Anthology: Ch 6, Ch 7</p> <p>Bb: Module 3</p> <ul style="list-style-type: none"> • Choose 1: • Beyond the Dilemma of Difference (special needs/exceptionalities) • Girls and the Curriculum- How schools shortchange girls (gender) • The boy-turn in research (gender) <p>Be ready to present your article with your group in the next F2F class</p> <p>DUE: Educational history Journal Reflection 2 Due</p>

<p>Week 5</p>	<p>Sept. 21</p>	<p>Presentation from Anne Melville, Librarian</p> <p>Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, Race, Gender, Identity</p>	<p>Bb: Module 4</p> <p>Read: posted articles in module Anthology: Ch 4 Ch 5</p> <p>Reflect on these questions and be ready to discuss them in class.</p> <ol style="list-style-type: none"> 1. Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, Race, Gender, Identity 2. As a future K-6 educator, why is understanding and recognizing and supporting diversity important? 3. How do the readings and discussions inform/change/reinforce your core beliefs/ vision statement? <p>Bring in Draft for vision statement We will be using it in THIS class.</p>
<p>Week 6</p>	<p>Sept. 28 asynchronous</p>	<p>For whom does school ‘work’? For whom does school not ‘work’?</p> <p>What are the major federal, state, and local policies impacting schools today?</p>	<p>Bb: Module 5 and 5.2</p> <p>Read: Ladson-Billings article posted online Read posted articles, particularly Bronfenbrenner Anthology Ch: 4.5 DTBI:Ch. 3, 4</p> <p>Post group poster online in Discussion Group link on Truths and Lies of Poverty in Education—be ready to share in next F2F class</p>
<p>Week 7</p>	<p>Oct. 5</p>	<p>How should students be taught? What should students learn?</p>	<p>Bb: Module 6 (Standards—Common Core vs. SOL) Anthology: Ch 8, 14, 15 Journal Reflection 3 Due</p>

Week 8	Oct. 12 asynchronous	<p>What is most important for our teachers to know about student learning to be effective teachers?</p> <p>What is most important for students to learn?</p>	<p>Bb: Module 7 (InTasc Standards)</p> <p>Journal Reflection 4 Due</p>
Week 9	Oct. 19	How should we teach SPED?	<p>Bb: Module 8 (SPED)</p> <p>Read SPED articles linked in syllabus</p> <p>Part I Due</p>
Week 10	Oct. 26 asynchronous		<p>Due: Professional Issues for Teachers: Video Presentations</p>
Week 11	Nov. 2	How should we organize instruction for Els? What are the processes in place to help them?	<p>Bb: Module 9—ELLs in Education</p> <p>Read ELL articles linked in syllabus</p> <p>Answer reflection question BEFORE class: Be Ready to ask questions and discuss readings</p> <p>Part III Due Due: Comments on Presentations</p>
Week 12	Nov. 9	<p>What is the best evidence of student learning?</p> <p>How do students learn best?</p>	<p>Bb: Module 10</p> <p>Philosophies readings (one will be assigned):</p> <ul style="list-style-type: none"> ● Noddings (care) ● Montessori (constructivism) ● Skinner (behaviorism) ● Dewey (pragmatism) ● Gay (Culturally Responsive Teaching) <p>Be prepared to present your theorist with your jigsaw group next F2F class</p> <p>Anthology: Ch 16, 17, 18</p>

Week 13	Nov. 16 Asynchronous	What is the best evidence of teacher success? Summary discussion of DTBI as foundation for looking at the best evidence of teacher success.	Bb: Module 11—Teaching Philosophies DTBI: Ch. 5, 6 Anthology: Ch 3 Ch 20 Epilogue Journal Reflection 5 Due
	Nov. 23		Thanksgiving Break
Week 14	Nov. 30	This about these questions for your final Vision Statement: How should learning be organized for effective instruction? What is our role as teachers? What is your vision for education and your classroom?	Field Experience Reflection Paper Due Vision Statement Due
Week 15	Dec 7 asynchronous		PBA Portfolio Due

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 <http://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/>).

Campus Resources

- **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 the [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.
- 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 <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Rubric for informed participation during our synchronous classes

(This is what I will be listening for)

	Exemplary (.5 pts)	Proficient (.3 pts)	Developing (.1 pts)	Unacceptable (0 pts)
Frequency of participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.

Quality of comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Listening Skills	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
Preparation	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.