



**George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program**

SEED 509 (Section A01), "Perspectives on Extraordinary Teaching" (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Professor
Office/Hours: Face-to-face/Zoom, M-Th, 4:00-4:30 (through June 22nd)
Sign-Up: https://docs.google.com/spreadsheets/d/1ycxTxYoV7Hm-FynDecq5tjLyMMHb4jdEqU_XbigbTU/edit?usp=sharing
Phone: 703.993.5413 (O); 216.470.2384 (M)/Email: kzenkov@gmu.edu
Zoom Room: <https://gmu.zoom.us/my/kzenkov>

Class Meetings

May 23rd-June 24th, 4:30-7:10 pm Tues/Thurs/Sat, 4:30-7:10 pm

Face-to-Face: Tues, May 23rd; Thurs, May 25th; Tues, May 30th; Thurs, June 1st;
Tues, June 6th; Thurs, June 8th; Thurs, June 15th; Thurs, June 22nd

Virtually synchronous: Tues, June 13th (small group conferences); Tues, June 20th (1:1 conferences)

Virtually asynchronous: All Saturdays

School Site Visits: Weds, May 24th, May 31st, June 7th, approximately 8:00 am – 12:00 pm

Please note that our class will meet face-to-face and synchronously for eight sessions (on select Tuesdays and Thursdays noted above), virtually synchronously for two sessions (on two Tuesdays noted above), and virtually asynchronously for all Saturdays. In addition, we will meet for face-to-face synchronous sessions at school sites for three sessions (the Wednesdays noted above). Attendance at all sessions is mandatory. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Instructor Introduction

The best teachers know themselves as readers, writers, speakers, listeners, presenters, and creators. I will ask you also to know yourselves as photographers, artists, designers, community constituents, and researchers. Particularly in this time, as we enter a new phase of an historic pandemic, teachers must be resilient individuals who are willing to take risks to let a broad range of literacies matter to themselves, their students, and the larger community. I will expect you to be your best, brightest, most thoughtful, and most creative selves in this course. I intend that this class will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising standards for your behavior, participation, and openness, and I will work diligently to ensure that you meet these standards.

As the instructor for this course, I bring the perspectives of a teacher, teacher educator, and scholar with considerable experience working with diverse adolescents and professionals. I approach all educational experiences with the goal of helping students to learn to be active, creative, “real world” members of a just society. I am also deeply committed to respecting teachers as professionals with considerable knowledge about how to prepare the next generation of educators. I believe it is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years of experience, as a scholar, and as an advocate for youth and public schools, I believe that playing a critical role is my right and responsibility. I hope you will take on this same role.

Prerequisites/Corequisites

None

Course Description

SEED 509, “Perspectives on Extraordinary Teaching” is designed to support the development of reflective, professional, collaborative, and research-based secondary school practitioners across subject areas. It calls on us to answer four questions, with words and pictures:

- 1) What makes an extraordinary teacher?
- 2) What does an extraordinary teacher do to support students’ willingness to attend, engage with, and be successful in school?
- 3) What do teachers do to impede or get in the way of students’ willingness to attend, engage with, and be successful in school?
- 4) What is the evidence that a teacher is successful at their job?

In order to respond to the growing diversity of youth and their cultures and literacy capacities, this course calls on pre-service and in-service teachers to interact with young people and teachers in a range of school settings, exploring their points of view on teaching using a range of methods and visual and technology-oriented media, including the visually-oriented interview procedures developed by the “Through Students’ Eyes” project. Students will both learn about exploring young adults’ and teachers’ perspectives on school as a research/instructional method and as means to understand and respond to these points of view via their teaching practices.

This course also provides pre/in-service teachers with multiple opportunities to plan and implement instruction, with individuals, pairs and small groups, and large groups of students, across the age/grade span of the teaching license for which you are being prepared (or that you have already earned). You will implement the “High Leverage” (or “Core”) teaching practices (see Appendix), via both virtual and face-to-face modes, and with young people and your POET peers. We will also consider a wide range of points of view on teaching using the lenses of media, texts, interviews, and other sources.

Course Delivery

The course will be delivered through a variety of face-to-face and virtual instructional approaches. During our class meetings there will be large group, small group, and individual activities. These will be facilitated by Dr. Zenkov and by small groups of the members of our class. Zoom, Google Classroom/Google Drive, and GMU’s Blackboard course framework will be used throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. In addition, you will need a Gmail address to access Google Drive and the resources on Google Classroom. Please inform the instructor of any accessibility concerns the first day of class.

School Site Visit Structure

We will visit three schools during the course of our class. I will ask you to treat each of these site visits as a case to work on a “problem of practice”—a chance to test out our teaching skills. Each of our teams (Dream, Supreme, Extreme) will lead the day’s activities, with the other two teams serving as “Pedagogical Investigators” (or Pls 😊), simultaneously engaging with young people and observing the pedagogies of their peers. The bulk of our time during these site visits will be spent working with individuals, pairs, and small groups of students on photovoice explorations of youths’ perspectives on extraordinary teaching. At the end of this time young people will make a presentation of at least three related slides—a picture they took, a story, and a practice—to highlight their points of view on extraordinary teaching. Ideally they will make this presentation to an audience that matters to them...other students, teachers, administrators, family members.

Please note that school arrival times vary but it is imperative that you are present on time—here’s a general (AKA, the ideal) schedule for school visits:

- 8:00: Arrive at each school
- 8:45-9:00: Students arrive and we conduct warm-up activity and introduce the project
- 9:45: We work one-on-one or in small groups with students—interviewing them and then conducting photo walks to answer project questions for youths
- 11:00: We take a break, students go to lunch, and we put together a presentation with at least one picture (up to three) and one accompanying slide of writing (addressing a learning story and teaching practice) for each student
- 11:45: Students return, we conduct another photo walk if time allows, and we make an “accompanied” presentation (you standing side-by-side with the students with whom you’ve worked)
- 12:30: We debrief days’ activities, conversations, lessons
- 1:00: Good of the order and departure

Important: Mason students must bring their laptops, smart phone/digital camera, a flashdrive (as a back-up), and means to transfer images to your computer and then to a shared computer

The Photovoice Method

You will be asked to document your own thinking about teaching—and to facilitate youths’ thinking about teaching—using a range of methods, including reflections, writings, and, most uniquely, photovoice. With photovoice, you and youths will document your answers to the four project questions not just in words—their own or those you gather—but also via images and, ideally, photographs you and young people TAKE (rather than just CHOOSE). The goal of photovoice is to depict our thinking not just about literal and concrete events, people, and things, but to show our thinking about ideas, concepts, metaphors, and theories.

Course Outcomes/Objectives

This course is designed to support pre-service and in-service secondary school teachers as they:

- articulate their own perspectives on school and exceptional teaching in their subject areas and also explore young people’s and teachers’ points of view (INNOVATION, RESEARCH-BASED PRACTICE);
- produce illustrated reports of their findings, using images and writings to share their own points of view on school, the perspectives of the children and youth and teachers with whom they work, and the means through which they will bridge these three sets of perspectives (COLLABORATION, INNOVATION, RESEARCH-BASED PRACTICE, SOCIAL JUSTICE); and
- develop a portfolio of effective subject-specific teaching strategies for engaging children and youth (COLLABORATION, ETHICAL LEADERSHIP, INNOVATION, RESEARCH-BASED PRACTICE).

Course Readings

Notes: Cushman, Cushman/Rogers, and Cushman/Zenkov/Call-Cummings (2005, 2009, 2021) texts are required and must be purchased; additional readings will be provided by me. In addition, you will need access to Google Drive/Google Classroom (via a Gmail account) and both Padlet and Instagram accounts.

Required

- Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. The New Press.
- Cushman, K. & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. The New Press.
- Cushman, K., Zenkov, K., & Call-Cummings, M. (2021). *Fires in our lives: Advice for teachers from high school students*. The New Press.

Recommended and/or provided by instructor

- Benson, J. (2019, May). When rules get in the way. *Educational Leadership*, 76(8), 34-39.
- Berg, J. H. (2019, May). Leading together/growing pains. *Educational Leadership*, 76(8), 84-85.
- Boser, U. (2019, May). Learning to learn: Tips for teens and their teachers. *Educational Leadership*, 76(8), 70-78.
- College Board Advocacy & Policy Center (2011). *Student voices: What makes a great teacher?* College Board.
- Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.
- Dejulius, D. C., & McLean, L. H. (2019, May). Meeting struggling teens where they are. *Educational Leadership*, 76(8), 74-78.
- Eager, J. (2019, May). Supporting students' intersecting identities. *Educational Leadership*, 76(8), 58-63.
- Ewald, W. (2011). *Literacy and justice through photography: A classroom guide*. New York: Teachers College Press.
- Farah, M., Lewis, J., Jung, M., Lombardi, J., Hemmings, E., Moehlig, S., . . . Baker, M. (2019, May). Teen voices: What we really need from schools. *Educational Leadership*, 76(8), 46-50.
- Fritzen-Case, A. (2019, May). Seeing-and supporting-immigrant teens. *Educational Leadership*, 76(8), 40-45.
- Fulla, M., Gardner, M., & Drummy, M. (2019, May). Going deeper. *Educational Leadership*, 76(8), 64-69.
- Gehr, L. (April, 2022). Tech tools that help teachers and students exchange feedback. *Edutopia*. Retrieved from <https://www.edutopia.org/article/tech-tools-help-teachers-and-students-exchange-feedback>.
- Goodwin, B. (2019, May). Research matters/Cultivating curiosity in teens. *Educational Leadership*, 76(8), 80-81.
- Hall, H. R. (2019, May) What do black adolescents need from schools? *Educational Leadership*, 76(8), 52-57.
- Hardie, E. (2019, May). Giving teens a place at the table. *Educational Leadership*, 76(8), 18-23.
- Hart, C. (2019, May). Controlled burn: A story of growth. *Educational Leadership*, 76(8), 28-33.
- Maira, S. & Soep, E. (Eds.) (2010). Introduction. In *Youthscapes: The popular, the national, the global*. University of Pennsylvania Press. Xvi-xxv.
- Milner, H. R., IV. (2019, May) Confronting inequity/bringing after-school to school. *Educational Leadership*, 76(8), 86-87.
- Mitra, D., Serriere, S., & Stoicovy, D. (2012). The role of leaders in enabling student voice. *Management in Education*, 26(3), 104-112.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Pellegrino, A. & Zenkov, K. (February, 2016). The connective power of project-based clinical experiences. *Edutopia*. Retrieved from www.edutopia.org/blog/connective-power-project-based-clinical-experiences-anthony-pellegrino.
- Ray, B. (May, 2017). 6 traits of life-changing teachers. *Edutopia*. Retrieved from <https://www.edutopia.org/article/6-traits-life-changing-teachers-betty-ray>.

- Rebora, A. (2019, May). Honoring the teen brain: A conversation with Thomas Armstrong. *Educational Leadership*, 76(8), 24-27.
- Ripley, A. (October, 2012). Why kids should grade teachers. *The Atlantic*.
- Robinson, K. & Robinson, K. (March, 2022). What is education for? *Edutopia*. Retrieved from <https://www.edutopia.org/article/what-education#:~:text=As%20we%20all%20live%20in,students%20to%20understand%20both%20worlds>.
- Tate, E. (March, 2022). With few details but big idea, Sec. Cardona pushes total reimagining of education. *EdSurge*. Retrieved from <https://www.edsurge.com/news/2022-03-09-with-few-details-but-big-ideas-sec-cardona-pushes-total-reimagining-of-education>.
- Terada, Y. & Merrill, S. (March, 2022). The research on life-changing teaching. *Edutopia*. Retrieved from <https://www.edutopia.org/article/research-life-changing-teaching>.
- Terada, Y. (April, 2022). We drastically underestimate the importance of brain breaks. *Edutopia*. Retrieved from <https://www.edutopia.org/article/we-dramatically-underestimate-importance-brain-breaks>.
- Thiers, N. (2019, May). Reader's guide / can't we let teens be teens? *Educational Leadership*, 76(8), 7-7.
- Tomlinson, C. A. (2019, May). One to grow on / being a guiding light teens need. *Educational Leadership*, 76(8), 88-89.
- Toshalis, E. & Nakkula, M.J. (2012). *Motivation, engagement, and student voice*. Jobs for the Future. Boston, MA: Author.
- Vatterott, C. (2019, May). The teens are not alright. *Educational Leadership*, 76(8), 12-16.
- What Kids Can Do. (2003). *First ask, then listen: How to get your students to help you teach them better*. Providence, RI: Author.
- Wilson, B. & Corbett, D. (2007). Students' perspectives on good teaching: Implications for adult reform behavior. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 283-311). Dordrecht, The Netherlands: Springer.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). "If they'll listen to us about life, we'll listen to them about school": Seeing city students' ideas about quality teachers. *Educational Action Research* 15(3), 403-415.
- Zenkov, K., & Harmon, J. (2007). *Seeing English in the city: Using photography to understand students' literacy relationships*. *English Journal*, 96(6), 24-30.
- Zenkov, K. & Harmon, J. (2014). Through students' eyes: Using "photovoice" to help youth make sense of school. In K. Adams (Ed.) *Expressive writing: Classroom and community*. Lanham, MD: Rowman & Littlefield.
- Zenkov, K., Pellegrino, A.M., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser., S., & McManis, M. (2014). Picturing kids and "kids" as researchers: English language learners, preservice teachers and effective writing instruction. *The New Educator* 10(4), 306-330. doi: 10.1080/1547688X.2014.965107
- Zenkov, K. & Pytash, K. (2018). Critical, project-based clinical experiences: Their origins and their elements. *Clinical experiences in teacher education: Critical, project-based interventions in diverse classrooms*. New York, NY: Routledge.

Note: Additional required readings may be assigned during the course of our class and will be provided electronically.

Course Materials

Students will need to have access to a digital camera (on a smartphone is fine) and a computer. You will need daily access to the internet, a Google account to be able to access our Google Classroom/Google Drives sites (used only for sharing resources and draft assignments/projects), an Instagram account, and a Padlet account.

Course Expectations and Projects

All written work must be typed, double-spaced, in 11-12 point font, with 1-inch margins, and must be submitted electronically. **Save all electronic files with your last name, the assignment title, the version name, and the date you are submitting (ex: Smith Professional Development Proposal Draft 5-25-23.docx).** All projects are due by midnight (Eastern time) on the day of the given course session; projects late due to unsatisfactory tardies or absences will be accepted at the instructor's discretion. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance/Participation (50 points)

By virtue of agreeing to work together in this course we instantly formed a new community. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large group, small group, and 1:1/conference activities and discussions.

Individual Attendance/Participation (30 points)

Attendance in this class (including at our school site visits) is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. Absences and tardies will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. If you must be late to or miss a class, you must contact the instructor (and/or your classmates, if scheduled to meet with them) ahead of time.

Group Attendance/Participation (20 points)

A primary mode of participation in this class will be via your "Pedagogical Research Team" (your "PRT," with the designations "Dream," "Supreme," and "Extreme" teams—members of these teams are listed at the end of this syllabus). Each PRT will meet during instructor-scheduled times during our Tuesday/Thursday class sessions, and will likely need to meet, collaborate, and work outside of class to prepare for our Wednesday school site visits.

Two of the unique features of this class are its authenticity and its non-hierarchical nature: you will be given the opportunity (i.e., expected) to operate as a co-researcher and co-teacher, with your peers, young people, veteran teachers, and Zenkov. We are engaged in the very authentic task of determining what makes an extraordinary teacher—now, in this time, by considering the perspectives/insights of a range of individuals, materials, and experiences. Your PRT will be responsible for three primary tasks:

- **School Site Visit Facilitation/Participation (10 points):** Arguably the most important form of attendance/participation in our class will be the site visits in area schools, through which we will work with adolescents to help them explore their perspectives on extraordinary teaching, using photovoice methods. With your PRT members you will co-facilitate one of these visits and participate in all three. You will use these visits to gather youths' perspectives on great teaching and to learn about youth, schools, and teaching.

- **Source Selection and Discussion Facilitation** (5 points): As noted in the schedule below, each PRT will identify one unique, compelling, even unusual source that give us insight into extraordinary teaching. All members of our class will review/read this source to gather information about great teaching, and the designated PRT will lead us in a 20-minute discussion of this reading and the assigned *Fires* book section, using a designated discussion strategy, and providing a handout summarizing this strategy and how it might be employed/modified with middle/high school students and for virtual instruction.
- **Extraordinary Lesson of the Week** (5 points): As noted in the schedule below, each PRT will identify, develop, teach, and document one “extraordinary lesson of the week.” This lesson must employ at least one of the “high leverage” or “core” practices (as noted in the schedule), be applicable to all secondary subject areas/grade levels, relevant to our time and our students’ needs/interests, and, ideally, be drawn from an unexpected field, source, time, nation, context, etc.

“Perspectives on Extraordinary Teaching” (POET) Project, Parts 1/2 (10 points)

For this project you will address each of the four project questions—each with a picture you took, an anecdote to describe the idea or quality of extraordinary teaching you are considering, and a description of a related teaching practice. The questions:

- 1) What makes an extraordinary teacher?
- 2) What does an extraordinary teacher do to support students’ willingness to attend, engage with, and be successful in school?
- 3) What do teachers do to impede or get in the way of students’ willingness to attend, engage with, and be successful in school?
- 4) What is the evidence that a teacher is successful at their job?

Take risks, be creative, and embrace the freedom that this project provides. We will begin this project in class on Tues, May 23rd.

Part 1 (5 points)

Address all four of the four project questions in a Google Slides presentation. You will also submit your response to **one** of the questions (picture, anecdote, related teaching practice) to our shared Google Slides presentation on the day the project is due.

Part 2 (5 points)

Once again address all of the four questions above—each with a picture you took, an anecdote to describe the idea or quality of extraordinary teaching you are considering, and a description of a related teaching practice. Part 2 MUST take the form of ANYTHING BUT a Google Slides presentation.

Pedagogical Practices Photovoice (PPP) Journal (30 points)

Beginning on our second day of class—Thursday, May 25th—you will craft a minimum 15 photovoice journal entries to compile information about answers to our project’s guiding questions and to share insights with the world. Each day you will review the assigned readings/sources, consider the perspectives of the young people with whom we have worked, and reflect on the strategies we have employed. Each entry must:

- Include an answer to at least one of the project questions
- Address a distinct reading/source (and cite this source)
- Include at least one image to illustrate this answer or represent one of the ideas in this reading/source
- Briefly detail a teaching practice related to the answer or idea you are illustrating
- Make an explicit connection to at least one of the high leverage/core practices (the goal is to consider at least 10 of the 19 across your journal entries)

Note: While some of these readings/resources will be common or shared, others will be unique to you. These would include the young people with whom we work via our school site visits, the rockstar teacher

guests who visit our class, your own caregiver/parent/adult family member, young people in your life, your own former/current/future students, young adult books, television shows, movies, and social media platforms you consider.

“Defending Your Teaching Life” Mini-Lessons (10 points)

For your final project for this course, you will develop and teach a 10-minute lesson that represents the best of what you now know about teaching—the lesson you would teach if you had to defend your teaching life, if you had just 10 minutes to prove your abilities as a teacher and/or the importance of the teaching profession. You must provide a handout that details the source (the perspective) from which you’ve drawn this insight, provides a description and illustration of the pedagogical practice, and makes a connection to at least one of the high leverage/core practices. *Note: This mini-lesson should be unique to you in this semester—something you’ve learned (or re-learned through our course).*

Course Assessment: Assignment (Points)

Class Attendance/Participation = 50 points

“Perspectives on Extraordinary Teaching” (POET) Project = 10 points

Pedagogical Practices Photovoice (PPP) Journal = 30 points

“Defending Your Teaching Life” Mini-Lessons = 10 points

Total = 100 points

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education & 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/CEHD 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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Support for submission of assignments to VIA can be found at <https://cehd.gmu.edu/aero/assessments/>

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

GSE/CEHD Information

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

The Secondary Education (SEED) Program “Seeds”



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

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	<p>Advocacy and Agency</p> <p>The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p>Teacher Candidate Digital Portfolio</p> <p>This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates’ advocacy of critical issues relevant to secondary education, and candidates’ thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education.</p>
Methods I	<p>Social Justice</p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success.</p>	<p>Lesson Plan</p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability integrate justice concepts/content into their instruction.</p>

Human Development and Learning	<p>Relationships with and Respect for Youth</p> <p>The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p>Case Study/Student Application Project</p> <p>The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success.</p>
Methods II	<p>Inquiry and Reflection</p> <p>The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices—and who can critically reflect on and evaluate their pedagogies—will be the most responsive teachers and will best inspire students to learn.</p>	<p>Unit Plan/Lesson Implementation</p> <p>Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p>
Content Literacy	<p>Collaboration and Partnership</p> <p>The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project</p> <p>Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.</p>
Internship and Internship Seminar	<p>All SEED Seeds: Applications to Teaching</p> <p>All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
Teacher Research (for Master's students only)	<p>All SEED Seeds: Applications to Teaching and Teaching Inquiries</p> <p>All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	

Schedule of Readings, Assignments, and Topics/Activities

Note: This schedule and its contents are subject to change, as we attempt to construct the most responsive, worthwhile experience possible.

Week #1

Details	Readings	Assignments	Topics/Activities
Session #1 Tues, May 23rd <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> • Pellegrino & Zenkov Edutopia blog • Zenkov & Harmon <i>Through Students' Eyes</i> chapter 	<ul style="list-style-type: none"> • "Tour of Us," POET Survey (self), optional sustenance sign-up • Open PPP Google Slides Journal 	<ul style="list-style-type: none"> • Introductions, Zenkovianisms, Community Handshake, Picture Quiz • PRT introductions, source, lesson of the week, and school site visit planning • Begin POET Project, Part 1 in class
School Site Visit #1 Weds, May 24th Freedom HS (PWCS)	<ul style="list-style-type: none"> • A few resources for your consideration... 	<ul style="list-style-type: none"> • Dream Team: School Site Visit Facilitation 	<ul style="list-style-type: none"> • Freedom HS School Site Visit
Session #2 Thurs, May 25th <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> • <i>Fires in Our Lives</i>, Part I • Source/reading to be identified by Supreme Team 	<ul style="list-style-type: none"> • POET Project, Part 1 • PPP Journal Entry #1-2 • Extreme Team: Extraordinary Lesson of the week (high leverage/core practices #1-6) • Supreme Team: Discussion facilitation 	<ul style="list-style-type: none"> • POET Project, Part 1 tour • PRT check-ins • PPP Journal Entry check-in • Extraordinary Lesson of the Week • Rockstar Guest Teacher: Lynnette Cooney (English/PWCS)
Session #3 Asynch "Saturday" <i>Independent reading and review/optional PRT meeting time</i>	<ul style="list-style-type: none"> • <i>Fires in Our Lives</i>, Part I <p><i>Re-read any of the sources from this week—then identify another source (a person, an article, a book, a movie, a blog, etc.) and cite it in one of your journal entries</i></p>	<ul style="list-style-type: none"> • PPP Journal Entry #3 	<ul style="list-style-type: none"> • Independent reading and review • Optional PRT meeting time

Week #2

Details	Readings	Assignments	Topics/Activities
Session #4 Tues, May 30th <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> ● “With Few Details...” article ● “Why Kids Should Grade Teachers” article ● “5 Strategies of Award-Winning Online” article 	<ul style="list-style-type: none"> ● PPP Journal Entry #4 	<ul style="list-style-type: none"> ● PRT check-ins ● PPP Journal Entry check-in ● PRT source, lesson of the week, and school site visit planning
School Site Visit Weds, May 31st Lightridge HS	<ul style="list-style-type: none"> ● A few resources for your consideration... 	<ul style="list-style-type: none"> ● Supreme Team: School Site Visit Facilitation ● PPP Journal Entry #5 	<ul style="list-style-type: none"> ● Lightridge HS School Site Visit
Session #5 Thurs, June 1st <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> ● Source/reading to be identified by Extreme Team 	<ul style="list-style-type: none"> ● PPP Journal Entry #6 ● Dream Team: Extraordinary Lesson of the Week (high leverage/core practices #7-12) ● Extreme Team discussion facilitation 	<ul style="list-style-type: none"> ● PRT check-ins ● PPP Journal Entry check-in ● Extraordinary Lesson of the Week ● Rockstar Guest Teacher: Suzanne Irwin (Science/LCPS)
Session #6 Asynch “Saturday” <i>Independent reading and review/optional PRT meeting time</i>	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> <i>Re-read any of the sources from this week—then identify another source (a person, an article, a book, a movie, a blog, etc.) and cite it in one of your journal entries</i>	<ul style="list-style-type: none"> ● PPP Journal Entry #7 	<ul style="list-style-type: none"> ● Independent reading and review ● Optional PRT meeting time

Week #3

Details	Readings	Assignments	Topics/Activities
Session #7 Tues, June 6th <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> ● <i>Fire in the Middle School Bathroom</i> ● “High Leverage”/Core Teaching Practices ● “The Research on Life-Changing Teaching” article 	<ul style="list-style-type: none"> ● PPP Journal Entry #8 	<ul style="list-style-type: none"> ● PRT check-ins ● PPP Journal Entry check-in ● PRT source, lesson of the week, and school site visit planning
School Site Visit Weds, June 7th Hammond MS	<ul style="list-style-type: none"> ● A few resources for your consideration... 	<ul style="list-style-type: none"> ● Extreme Team: School Site Visit Facilitation ● PPP Journal Entry #9 	<ul style="list-style-type: none"> ● Hammond MS School Site Visit
Session #8 Thurs, Jun 8th <i>F2F Synchronous Class</i>	<ul style="list-style-type: none"> ● <i>Fire in the Middle School Bathroom</i> ● Source/reading to be identified by Dream Team 	<ul style="list-style-type: none"> ● PPP Journal Entry #10 ● Supreme Team: Extraordinary Lesson of the Week (high leverage/core practices #13-19) ● Dream Team discussion facilitation 	<ul style="list-style-type: none"> ● PRT check-ins ● PPP Journal Entry check-in ● Extraordinary Lesson of the Week ● Rockstar Guest Teacher: Jennifer Montgomery (Social Studies/FCPS)
Session #9 Asynch “Saturday” <i>Independent reading and review/optional PRT meeting time</i>	<ul style="list-style-type: none"> ● <i>Fire in the Middle School Bathroom</i> ● <i>Re-read any of the sources from this week—then identify another source (a person, an article, a book, a movie, a blog, etc.) and cite it in one of your journal entries</i> 	<ul style="list-style-type: none"> ● PPP Journal Entry #11 	<ul style="list-style-type: none"> ● Independent reading and review ● Optional PRT meeting time

Week #4

Details	Readings	Assignments	Topics/Activities
Session #10 Tues, June 13 th <i>Virtual Synch Class</i> PRT conferences	• <i>Fires in Our Lives</i> , Part II	• PPP Journal Entry #12	• PRT conferences • Independent reading and review • Optional PRT meeting time
Session #11 Thurs, Jun 15 th <i>F2F Synchronous Class</i>	• <i>Fires in Our Lives</i> , Part II	• PPP Journal Entry #13 • “Defending Your Teaching Life” Lessons	• “Defending Your Teaching Life” Lessons
Session #12 Asynch “Saturday” <i>Independent reading and review/optional PRT meeting time</i>	• Review reading(s) of your choice	• PPP Journal Entry #14	• None

Week #5

Details	Readings	Assignments	Topics/Activities
Session #13 Tues, June 20 th <i>Virtual Synch Class</i> 1:1 conferences	• Review reading(s) of your choice	• PPP Journal Entry #15	• None
Session #14 Thurs, June 22 nd <i>F2F Synchronous Class</i>	• Review reading(s) of your choice	• POET Project, Part 2	• POET Project, Part 2 Tour • “Defending Your Teaching Life” Lessons
Session #15 Asynch “Saturday” <i>Independent reading and review/optional PRT meeting time</i>	• None!	• Final projects due by Saturday, June 24 th	• None

Appendix 1: High-Leverage Practices (from Teachingworks.org)

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

2. Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively as they implement instruction and evaluate student learning.

5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster

collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

11. Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

12. Learning about students’ cultural, religious, family, intellectual, personal experiences/resources for use in instruction

Teachers must actively learn about their students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ lives to be able to respond appropriately when an out-of-school experience affects what is happening in school.

13. Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

14. Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

15. Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students’ current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

16. Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students

Effective feedback helps focus students’ on specific qualities of their work, highlights areas needing improvement, and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the academic task, and supports students’ perceptions of their own capability. Giving skillful feedback requires teachers to make choices

about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

The POET Research Teams (Your “PRT”)

Note: Temporary names have been assigned; you are encouraged (nay, required) to come up with your own better, more accurate team name.

The Dream Team (leading our school site visit at ~~Forest Park~~ Freedom High School on Weds, May 24th)
Nicole Bevenour, Sibel Singleton, Mike Daughtry, Jack Deschauer

The Supreme Team (leading our school site visit at Lightridge High School on Weds, May 31st)
Meghan Patrick, Bonnie Chun, Hisham Ramzi, Brooks Epley

The Extreme Team (leading our school site visit at Hammond Middle School on Weds, June 7th)
Kathy Altoft, Autumn Tornetta, Cullen O’Neill, Dylan Harrison