College of Education and Human Development
Elementary Education

Introduction to Education: Teaching, Learning and Schools
Summer 2023
EDUC 200 Section C01
3 credits
Location: Distance Education/Blackboard
Workweek: Monday 12:00am – Sunday 11:59pm

Instructor	**Professor:** Eric Laurits **Office Hours:** By appointment via internet/phone **Office:** Nairobi, Kenya **Email:** elaurits@gmu.edu
Course Description	Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. **Requires 10 hours of field experience using videos during the course (see below for information).** *This course fulfills the Mason Core Social and Behavioral Sciences* requirement.
Course Methodology And Technical Requirements	This course will be delivered online (76% or more) using 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. **Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.** *Technical Requirements* To participate in this course, students will need to satisfy the following technical requirements: • 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 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 for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday at 12:00am and finish on Sunday at 11:59pm EST**. In other words, a new class will post on Monday at 12:00AM and all weekly assignments are due by the following Sunday night by 11:59pm.
- 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 5 times per week**.
- 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 boards.
- 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. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- 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. • Field Hours: You will watch 3 videos of classroom teaching per week. You will submit 10 total hours by the end of the semester. While the document for this is not due unti the end of the semester, you will be using the videos to support your assignments and class participation roles, such as discussion boards; therefore you will need to watch the videos each week.
Learner Objectives	Upon completion of the course, students will be able to: 1. Explain how individuals, groups, and institutions are impacted by the educational system. 2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning. 3. Describe U.S. schools and some of the issues, challenges, and rewards of teaching and learning, and the roles that teachers play within them 4. Identify the qualities and dispositions of effective teachers. 5. Use appropriate methods and resources to apply social and behavioral science concepts, principles, terminology, and theories to analyze from multiple perspectives the role of the teacher, goals of education and schools, and teacher effectiveness. 6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula. 7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education. ***This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:*** 1. Explain how individuals, groups or institutions are influenced by contextual factors; 2. Demonstrate awareness of changes in social and cultural constructs; 3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.
Required textbook(s) and/or materials	Johnston, P. H. (2012). *Opening minds: Using language to change lives.* Portland, ME: Stenhouse Publishers. Nieto, S. (2015). *Why we teach now.* New York: Teachers College Press.
Field Hours Requirement	This course requires 10 hours of field experience via viewing professional videos provided by the professor.
Course Website	Blackboard will be used for this course. You can access the site at EDUC 200, Section C01. NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.
Participation	**Learning can only happen when you are playing an active role**. It is important to place more emphasis on *developing your insights and skills*, rather than transmitting information. **Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to**

	interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind. Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.
Rules and Expectations	In correspondence/communication students will be expected to: a) Be professional and respectful in correspondence; please always sign your emails with your full name and course you are in; it is helpful for the professor. b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, "*Poor planning on your part does not constitute an emergency on my part*". In regard to honesty in work students will be expected to: a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or "grey area" issues you may have. b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a **zero** for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.
Individuals with Disabilities	Students with documented disabilities should contact the Office of Disability Services (703) 993-2474) to learn more about accommodations that may be available to them.
Academic Integrity and Inclusivity	This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/
Student Privacy Policy	George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy: https://registrar.gmu.edu/students/privacy/
E-Mail Policy	Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.
Course Grading & Evaluation	Students are expected to submit all assignments **on time** in the manner outlined by the instructor. Blackboard will be used for uploading assignments. **Late assignments will automatically lose 1 point per day.** Please be aware of the due dates on Sundays by 11:59pm. This includes larger assignments, weekly assignments, and the discussion board responses and replies.

Grade	Grading Scale	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	
C+	77 – 79	
C	72 – 76	
C-	70-72	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<69	

Assignment Due Dates	Unless otherwise stated, all assignments are due by the end of the work week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Monday EST**, and **ending at 11:59 pm on the following Sunday EST.**
Discussion Board Assignment (1 or 2 per week/5 pts each): 30% of final grade	Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you agree/disagree with and why? There will be 3 student groups: Group A, Group B and Group C. You will be placed in a group in the **second** week of class. You will use written words or videos to post. I note which is expected each week. You will take turns being LEADERS and RESPONDERS. There will be a rotation each week. **PLEASE PAY CLOSE ATTENTION TO THE DAYS/TIMES**. It is vital for the community that each person adheres to the schedule. This allows for *productive* conversation to occur on the discussion board. *Exceptions: There are two weeks where EVERYONE posts by Thursday night: Weeks 1 and 5.* ***You will have an original post (video or written words) and respond to at least TWO classmates on those weeks (you can respond by video or written words).*** *See the Discussion Board for information for those weeks.* *Weeks 2-4:* **LEADERS: Write an original post with own thread by** <u>**Thursday night at 11:59 pm.**</u> **(Ergo, you have 94 hours, from Monday 12am – Thursday 11:59pm to make this post.)**

	Please post an appropriate response to the prompts. This post should be 250-300 words in either written or video format. Please provide a response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count when in written form. Support **ALL** posts with ideas from field hours, readings and/or videos – a lack of these will be a deduction of points. Also please write or speak in a way that encourages others to respond to your post. **I encourage you to ask prompting questions to motivate peers to respond to your post.** **RESPONDERS: Write a response to at least TWO leader threads by** <u>Saturday at 11:59pm</u> **(Ergo, you have 72 hours from Thursday 12am – Saturday 11:59 to respond to a post.)** Responses to *at least* two classmates' postings should be approximately 50-200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Refer to the **Discussion Board ideas: Effectively responding to a Peer's Post** document located on Blackboard. Consider points of agreement, disagreement, assumptions, and value judgments. **LEADERS: Respond to posts from peers on your thread with 25-200 words** <u>by Sunday 11:59PM.</u> **There is 24 hours to respond to a post,** <u>but you can do this as soon as someone posts – no need to wait! It will make for a livelier discussion board</u> ☺ **DUE:** Leaders will make at least one original post by **Thursday 11:59 PM, EST**. Responders will post by **Saturday 11:59 PM, EST**. Leaders will close out thread by **Sunday 11:59 PM EST**. *Notes:* • *You are always welcome to respond with a video – it makes the discussion board quite interactive and more of a community when we are talking back and forth! Ultimately, threads should have lots of posts with lots of ideas, thoughts and opinions! I will chime in as well – but this is YOUR class – and your TIME to engage! ☺ Call out classmates if you want someone's opinion or ask probing questions!* • *Once a new discussion thread is provided every Monday at 12am, you can **no longer** earn points on the previous week's discussion board . Ergo, it is **your responsibility** to respond to posts during the active week.*
Content-based Assignment (3 pts each for 5 weeks): **36% of final grade**	Content-base assignments are required to be uploaded to Blackboard. Twelve lectures presents a new assignment per lecture. There are 3 or 2 lectures per week, and thusly 3 or 2 content assignments due each week. Refer to the course schedule and weekly lessons for details. **DUE:** Assignments are due **by Sundays, 11:59 PM, EST**
Assignment: Essay: Educational Topic with Interview Teachers and/or Learners	You will choose a topic in education of YOUR interest. It could be anything from school choice, assessment, teacher burnout, student motivation… the list goes on and on. You will email your topic to Prof. Laurits by July 6th. You will interview two people (teachers and/or learners), asking for their opinion. The two people could be 1) two teachers or 3) teacher and a learner (i.e. a student of any age level).

14% of final grade	*Prior to the interview*, create a list of 6-8 open-ended questions around your educational topic. For example if you wanted to know more about K-12 curriculum, a sample question could be asking a teacher: "How do you decide what to teach in your class?" This will encourage an answer while *you take detailed notes*. It is highly recommended to *record the interview*. Ask follow-up questions that delve farther into the essential issue – and you might learn about a topic that wasn't your original focus. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight. When you have completed the interviews, write a **3-page essay** about what you learned about your topic in terms of the interview and your knowledge from class, using at least two citations. The citations can be from class readings but do not have to be – feel free to research more if you would like. Note: Do **not simply** write what the teachers/learners said... tell what *you learned about the topic*. Your paper should make clear connections between what was learned in the interviews and what you are learning/have learned in class. Use at least **2** citations, either from class readings, books, or your own research (must be peer- reviewed; see this link: https://infoguides.gmu.edu/education/Journals). Include a reference list and an appendix of your interview questions at the end of the paper. **(You do NOT need to include the answers from the interviews – just the questions.)** **DUE: Week 5 on THURSDAY by 11:59 p.m. (July 27th)** Rubric:

Element	Points Allotted
Thoroughness: portrays multiple perspectives on the educational topic. Use two or more citations. Includes addendum of questions. Includes reference list and appendix with interview questions.	___/6
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/4
Mechanics (i.e capitalization, punctuation and spelling)	___/4
Total	___/14

Assignment: Letter to my Future Self in Education 5% of final grade	You will write a letter to yourself, 10 years in the future. You can include any details you'd like, but it must include the following: - What is your current role in education? You could be in involved in education in a variety of ways. As a: - Teacher - Parent - Administrator - Volunteer - School Board Member

	- Politician
	   ▫ What do you hope for yourself in whatever role you have become? What would you tell yourself are the most important things to remember about education?
	   ▫ What article or video from this class would you have yourself go back and read/watch? And why?
	   ▫ What will you hope has changed by then?
	   ▫ What advice will you give your future self?
	Feel free to include any other information. There is no page requirement for this assignment.
	
	DUE: SUNDAY, July 30th by 11:59pm
	
	Rubric:
	<table><tr><td>Letter demonstrates thoughtful reflection and makes connections to topics learned in class</td><td>___/4</td></tr><tr><td>Mechanics (i.e capitalization, punctuation and spelling)</td><td>___/1</td></tr><tr><td>Total</td><td>___/5</td></tr></table>

Field Observations Requirement **15% of final grade**	You are required to observe 10 hours of videos of classroom teaching, watching 3 videos per week. I highly recommend you watch the videos prior to completing assignments so you can reference the observations in your assignments. You will keep track on the Field Hours Log (located under Field Hours tab on Blackboard). Final grade will come from the tracking sheet, two written reflections, as well as *references to field observations in discussion posts, assignments, and reflections, in which the points are embedded in other assignments.* Post tracking sheet to Blackboard **by Sunday, JULY 30th by 11:59pm**
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/).

	• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor. *Campus Resources* • Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/. • For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu. **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**
Professional Dispositions	Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/
Mason Honor Code	**The complete Honor Code is as follows:** *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:* **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (*catalog.gmu.edu*)
Cheating Policy	Any form of cheating on an activity, project, or exam will result in zero points earned. "Cheating" includes, but is not limited to, the following: reviewing others' exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.
Plagiarism and the Internet	Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

Weeks	Lessons	Readings	Tasks Due
Week 1 *Jun 26-Jul 2*	**Lesson 1: Course Overview**	• Read Syllabus carefully • Watch VIDEO: Taylor Mali on What Teachers Make: https://www.youtube.com/watch?v=RxsOVK4syxU	• Discussion Board VIDEO post - everyone post their own thread by Thursday 06/29/23; each person responds either (by video or written words) to 3 people by 11:59 pm on Sunday 07/02/23
	Lesson 2: *Unit 1: What is Effective Teaching?*	• Read TEXT: Nieto (2015), Part I (Chap 1) • Read ARTICLE: Ripley (2010) • Watch VIDEO: What makes great teachers great: https://www.youtube.com/watch?v=FXaLGt460e4&t=627s	• Assignment: Effective Teacher Stick Figure • Discussion Board WRITTEN post
	Lesson 3: Learning Environments: Building trust and community	• Read TEXT: Nieto (2015), Part II (Pick 1 chapter of your choice) • Watch VIDEO: Elementary students on good teaching: https://www.youtube.com/watch?v=D25mzs47EZs	• Assignment: Teacher Checklist • Field Hours Videos
Week 2 *Jul 3 - Jul 9*	**Lesson 4: Identifying as a Teacher**	• Read TEXT: Nieto (2015), Part III (Pick 1 chapter of your choice)	• Discussion Board WRITTEN post following your assigned role (Leader or Responder) • Assignment: Teachers, Instruction and the Classroom
	Lesson 5: *What is being taught?*	• Read TEXT: Nieto (2015), Part IV (Pick 2 chapters of your choice)	• Assignment: InTASC Essay

	InTASC standards for teachers	• Watch VIDEO: What makes good teaching? A short film by Harvard Education Students: https://www.youtube.com/watch?v=l1-zTiVl-BM • Review PDF: InTASC Summary of Standards	• Email Prof. Laurits your topic for Teacher/Learner paper due 07/06
	Lesson 6: Standards Based Instruction	• Read TEXT: Nieto (2015), Part V (Pick 2 chapters of your choice) • Read ARTICLE: Girod & Girod (2012): Standards-based schools • Review WEBSITE: http://www.corestandards.org/ • Review WEBSITE: http://www.doe.virginia.gov/testing/index.shtml	• Assignment: Pro/Con List • Field Hours Videos
Week 3 *Jul 10 - Jul 16*	**Lesson 7: NCLB & ESSA**	• Read TEXT: Nieto (2015), Part VI (pick 2 chapters) • Read ARTICLE: Dennis (2017) • Read WEBSITE: https://www2.ed.gov/nclb/overview/intro/parents/parentfacts.html • Read WEBSITE: https://www.ed.gov/essa?src=rn	• Discussion Board WRITTEN post following your assigned role (Leader or Responder) • Assignment: NCLB/ESSA
	Lesson 8: *Unit 3: Teaching learners* **Educating All Students**	• Read WEBSITE: MLK Jr (1948). The purpose of education http://old.seattletimes.com/special/mlk/king/education.html • Read ARTICLE: Talebi (2015): *begin on page 4 (Education and Teacher Education); read through page 12* • Read PDF: Purposes of School	• Assignment: American Student
	Lesson 9: Classroom Climates and Needs of our students	• Read ARTICLE: Ladson-Billings, G. (2011) • Read ARTICLE: Everett, C. (2019) • Read ARTICLE: Battle, C. (2019)	• Assignment: Culture of Poverty • Field Hours Videos
Week 4 *Jul 17 - Jul 23*	**Lesson 10: Assessment**	• Read ARTICLE: Badger & Quely (2017) https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html • Watch VIDEO: https://www.youtube.com/watch?v=-OecsmgeJoM • Read WEBSITE: https://www.edutopia.org/article/what-does-research-say-about-testing	• Discussion Board WRITTEN post following your assigned role (Leader or Responder) • Assignment: NAEP tests

	Lesson 11: Motivating Learners	• Read TEXT: Johnston (2012) Chapters 1-3 • Read ARTICLE: Parsons et al (2014)	• Assignment: Growth Mindset
	Lesson 12: Teacher language	• Read TEXT: Johnston (2012) Chapter 4 • Read ARTICLE: Kohn (2001) • Read ARTICLE: DeWitt (2012)	• Assignment: Use of Language • Field Hours Videos
Week 5 Jul 24 - Jul 30	Lesson 13: Constructive classroom conversations	• Read TEXT: Johnston (2012) Chapter 5 -7	• Discussion Board WRITTEN/VIDEO post for EVERYONE. Esveryone post their own thread by Thursday 07/27/23; each person responds either (by video or written words) to 3 people by 11:59 pm on Sunday 07/30/23 • Assignment: Essay Educational Topic/Interview **DUE BY July 27th**
	Lesson 14: Ongoing Reflection and Professional Development	• Read TEXT: Nieto (2015): Part VII (Pick one plus read Ch 24) • Read TEXT: Johnston (2012) Chapter 8-9	• Assignment: Revisit your Effective Teacher Stick Figure • Assignment: Letter to my Future Self in Education • Field Hours Videos