George Mason University
College of Education and Human Development
Secondary Education

SEED 522 (Section 002)– Foundations of Secondary Education
3 Credits, Fall 2023
Fairfax Campus – Horizon Hall 1012
Wednesday, 4:30-7:10 PM

Faculty
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Prerequisites/Corequisites
None.

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

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

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

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to

proactively communicate (ahead of the class session) with your instructor about your expected absence.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Acknowledge and evaluate the varied, competing, and changing purposes of American public education.
2. Have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues.
3. Recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. Be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. Analyze teaching behaviors and categorize them according to their relationships to research- based practice and major educational philosophies.
6. Examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
7. Take positions on selected issues in education and analyze how those positions relate to teaching style preferences.
8. State their own philosophical positions in regard to the following questions:
   o What is the nature of one subject matter area you wish to teach?
   o What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
   o What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

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

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

- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Readings

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

Course Performance Evaluation

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

Assignments & Grading

Assignment	Points
(1) Participation & Reflection ● Reflective journaling (ongoing, in class) ● In-class discussions (ongoing, in class) ● Online discussions (when/if assigned)	20
(2) **Resume** (due **September 8**)	5
(3) **Discussion Facilitation** (ongoing, in class **September 27-November 15**)	20
(4) **CLT Lesson Plans** (in-class assignment, due **October 11 & November 1**)	10
(5) **Foundations of School Clinical Experience Project** (due **December 8**), includes: ● Project Plan/Rubric (due **September 15**) – 5 points ● Project Presentation (in class on **November 29 or December 6**) **–** 20 points ● Reflection – 5 points ● Clinical Experience Hours Documentation Form	25
(6) Philosophy of Teaching (due **November 10**)	20
Total Points Possible	**100**

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

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

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

Discussions of course topics (in-person and online) will take place during each class. These discussions are important to develop and articulate your thoughts, reflections, and connections regarding course topics and readings and your own experiences/anticipated experiences with teaching, teachers, and school. Active participation – speaking and listening with full attention – are expected in this graduate-level course. Continuous attendance, active participation in class activities and discussions, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.

Because attendance is a prerequisite for class participation, **absences will have a negative impact on your participation grade,** and participation will be graded on a weekly basis. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc.) to receive full credit each week. Active participation and protocol adherence is determined by the rubric below:

Acceptable vs. Unacceptable Participation	
Acceptable	**Unacceptable**
● Participates *actively* in each class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc.). ● Participation is respectful and inclusive of others in the class. ● Spends time only on the tasks associated with this course and the instructor's directions.	● Does not participate *actively* in each class discussions and activities. ● Participation is not respectful and inclusive of others in the class. ● Does not spend time only on the tasks associated with this course and the instructor's directions. ● Did not come to class with knowledge of prepared readings and pre-class assignments.

● Comes to class with knowledge of prepared readings and pre-class assignments. ● Clear evidence of competition of course tasks. ● Attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing, etc. ● Demonstrates ethical and responsible behavior in class and on the GMU network. ● Professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. ● Uses professional and ethical judgment when posting messages on social media networks (**NOTE**: DO NOT post pictures of children or classmates on <u>any</u> social media platform). ● Follows GMU's policies on attendance and code of conduct as indicated in the University Catalog.	● No evidence of competition of course tasks. ● Attention is NOT focused on activities and discussion while in class by activities such as engaging in personal emails, instant messaging, texting, social media, games, and web surfing. ● Does not demonstrate ethical and responsible behavior in class and on the GMU network. ● Does not use professional and ethical judgment when posting messages on social media networks. ● Is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. ● Does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog.

Evaluation Criteria: 20 points – *20% of overall course grade*
1. Quality of participation, reflections, and discussions (clarity, detail, effort)
2. Content of participation, reflections, and discussions (accuracy, relatedness)
3. Evidence of engagement with classmates in participation, reflections, and discussions

(2) Discussion Facilitation (20 points)
SEED seed addressed: *Social Justice*

Rationale: There are many complex injustices that impact schools and education of which teachers should be aware. The **Discussion Facilitation** assignment provides an opportunity to dig deeper into a social justice-related topic associated with the topic/readings of a chosen class period, plan, and facilitate a discussion (or activity) designed to educate others on this topic. What is *most important* for teachers/future teachers to know about this topic? How does it impact teachers' or students' lives or the wider community?

Description: Students will sign up for their chosen topic during the first few weeks of class and work in pairs (or small groups) to plan a **~30-40 minute discussion-based lesson or activity**, through which each group will lead our class during **Weeks 5-11.**

Each group will work with the instructor to design and prepare a lesson plan detailing the discussion facilitation activity, which will be provided to the class. Group members will reconvene after the activity to reflect with the instructor.

The lesson plan should include a list of references (if applicable, cited in APA style), the discussion/activity strategy chosen, and any other relevant information (e.g., discussion questions, excerpts/quotations, data/facts, etc.).

Evaluation Criteria: 20 points – 20% of overall course grade
1. Evidence of engagement with topic (accuracy, relevance, coherence)
2. Document with references to relevant sources (cited in APA)
3. Evidence of full and equal participation of all group members
4. All group members participate in pre-facilitation conference and post-facilitation reflection

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

Rationale: Teaching, at its best, is a highly collaborative process. In secondary schools, educators often work in Collaborative Learning Teams (CLTs) to plan and evaluate instruction. This assignment is designed to simulate the CLT expectations and environment to give students a glimpse into how working with a CLT may impact and enhance one's teaching.

Description: Students will be grouped into a CLT based upon content areas (to the extent possible) and assigned a subject/level/grade and design a lesson plan that the CLT will draft **in class** during **multiple weeks (Weeks 5-11)** integrating concepts learned in class. Groups will create two lesson plans due on October 11 and November 1.

Evaluation Criteria: 10 points – 10% of overall course grade
1. Evidence of full and equal participation of all group members
2. Incorporation of teaching practices referenced in course readings, discussions, and topics as addressed in Weeks 5-11.

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(4) Philosophy of Teaching (20 points)
SEED seed addressed: *Respect & Relationships*

Rationale: Understanding your conception of and relationship to teaching is a vital part of your development as a teacher. Articulating these components in your teaching philosophy is often an important step in the employment process. This assignment will also serve as documentation of your growth as a teacher – ideally something you can revisit and reassess at various stages during your teacher preparation and teaching career.

Description: In a 1-3 page (double-spaced) paper, describe and illustrate your philosophical approaches to teaching based on the issues addressed in class. In your paper, respond to **<u>a minimum of two</u>** of the **<u>MAIN</u>** (i.e., the numbered) guiding questions listed below.

You are encouraged to reflect on personal moments in your life as a student or teacher and/or seek relevant outside sources for additional information and guidance, such as articles in journals, chapters in books, essays and writing online, etc. You are encouraged to examine the standards of an effective teacher from InTASC as well as standards of learning for your specific content area in order to help guide you in the development of your teaching philosophy.

Important note: Your teaching philosophy should provide a unique, personal snapshot of *who you are* as a teacher – what you would want your administrators, colleagues, and students to know about you. **It is more important to highlight the beliefs and experiences that you believe distinguish you as a teacher or that are critically important to your teaching rather than trying to cover *everything* you believe or want to be as a teacher.**

<u>**Guiding questions:**</u>

1. Who are you as a teacher? What are your beliefs and mission as a teacher?
   - What *should* the purpose of school be, for students and communities?
   - What is the role of the teacher with respect to motivation, learning, and knowledge? To which learning theory(ies) do you subscribe?
   - What is your teaching mission? What sustains or impedes that mission? How does your philosophy of teaching inform your mission?

2. How will you communicate who you are as a teacher with your students?
   - How will/do you build a community that honors our students' cultures & lives?
   - How will/do you organize your classrooms to best serve your students and our profession?

3. What is/are/should be the purpose(s) of your content area?
   - What is the purpose of your subject matter area to you and to your future students?
   - What are the most important skills your students need to succeed in your content area and/or be empowered people/citizens?

4. What are the myths and assumptions about school you hope to challenge?
   - What are the assumptions our teaching practices and education policies make about our students and their communities?
   - What roles will you and your students play in considering, contributing to, and challenging education policies?

5. Who do you *want to be* as a teacher?
   - What is/will be the best evidence of our students' learning?
   - What is/will be the best evidence of your success as a teacher?
   - How will you best be sustained to remain in the teaching profession?
   - How will you continue to grow as a teacher during the first five years of your career? In the years following? What are your future goals and how do you intend to achieve them?

<u>Evaluation Criteria: 20 points – 20% of overall course grade</u>

1. Incorporation of teaching roles, practices, and philosophies referenced in course readings and/or discussions (with references appropriately cited)
2. Professional writing quality (formal language, clarity, evidence of proofreading)

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(5) Foundations of School Clinical Experience Project (25 points)
SEED seed addressed: *Advocacy & Agency*

Rationale: Considering the real, day-to-day experiences of teachers and students in schools is an essential component of a teacher's education. This clinical experience involves immersing yourself in a school community's culture and/or foundational topic related to school via synthesizing literature, observations, and/or speaking with young people, teachers, or other community stakeholders.

Description: To help ground your clinical experience, you will choose an area of focus early on in this course: Which **ONE** aspect of secondary schools do you want to know more about? What is a feature of secondary education that you consider foundational, important, or challenging? During your clinical experience, you will fully immerse yourself in your chosen topic, conducting observations (if possible), critically reading, synthesizing research, gathering artifacts, and speaking with stakeholders to better understand your chosen feature of school. **Possible topic choices will be discussed in class during Week 1. This project will follow a guided-inquiry design, which will require you to submit a project plan and participate in formal check-ins with the instructor throughout the semester.**

During our last class session (July 27), you will present a final report to the class. Your **final report** on your topic can take *any form,* but it should be a **multimedia or multi-genre presentation** that includes a synthesis of *at least three* of the following sources (totaling the required 15 hours of clinical experience*):

- **Observations:** conducted in a school, community, and/or other relevant context(s), totaling a ~30% of the required clinical experience hours (5 hours).
- **Interviews**, totaling ~30% of the required clinical experience hours (5 hours), including:
  - At least one interview with a *young person*, ideally one who is approximately the same age as the students you teach or hope to teach (family members are permitted).
  - At least one interview with an *educator or school staff member* related to your topic.
  - At least one interview with a *community member or stakeholder*, someone who is involved or concerned with your topic of choice.
  - *Note: Interviews may be recorded and/or transcribed at your own discretion, but it is not required. Please obtain the verbal permission of the person you are interviewing before recording. Total time expected (5 hours) includes drafting interview questions, interviewing, notetaking or transcribing, and reviewing data. Interviews can be 30-60 minutes in length.*
- **Literature Review:** Use the GMU University Library resources to conduct a review of literature related to your topic. A thorough review of the literature, totaling ~30% of the required clinical experience hours (5 hours), must include:

- o At least 5-7 sources (cited in APA format in your presentation), the majority of which are scholarly or relevant practitioner journals (up to 3 sources may be podcasts, blog posts, news articles, etc.).
        - o Attention to recently published literature (unless intentional for the purpose of comparison), ideally published within the last 10 years.
    - **Critical Reading/Listening:** Choose a nonfiction book (or books) and/or podcast _series_ related to your topic to critically examine, taking detailed notes that will allow you to compare content with your other sources. Whether you are examining one source or several, this option should total ~30% of the required clinical experience hours (5 hours).
    - **Other Sources:** Have an idea for another source you'd like to try to learn about your topic? Speak with your instructor for approval.

Other Requirements:
Artifacts: As you gather information, be sure to collect research artifacts –pictures, recordings, handouts, graphics/figures/charts, screenshots, etc. – that you can use to communicate your findings in your final presentation.

Reflection: With your final project, you must also submit a written reflection (of ~500 words) discussing major takeaways from your experience, including how it has informed your understanding of the history and/or purpose of public school and how it will inform your future teaching.

*Clinical Experience Hours Documentation Form: Please document your clinical experience hours using the appropriate Clinical Experience Hours Documentation form provided on the Assignments page on Blackboard to be included in final project submission.

Evaluation Criteria: 25 points – 25% of overall course grade
    1. Evidence of engagement with topic (accuracy, relevance, coherence)
    2. Evidence of immersion in school culture and/or community
    3. Synthesis of at least three required components
    4. Thoughtful reflection that discusses major takeaways

Grading
Our program uses the grading scales below for all courses:

Graduate	Undergraduate
A = 95-100%	A = 93-100%
A- = 90-94%	A- = 90-92%
B+ = 87-89%	B+ = 86-89%
B = 83-86%	B = 82-85%
B- = 80-82%	B- = 80-81%
C = 70-79%	C = 70-79%
F = Below 70%	D = 60-69%
B- or below is not a passing course grade for licensure	F = Below 60%
	B- or below is not a passing course grade for licensure

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

Class Schedule

This schedule is subject to change. If any changes are made, students will be notified.

*Indicates a class period in which an assignment is due.

Week/Class Date	Topic(s)	Readings/Assignments Due
1. August 23	**Introduction** ● About us ● Course expectations	
2. August 30	**Teaching in the Secondary School** ● Overview of Secondary Education in the United States ● Teaching adolescents ● Learning theories	Read: Assigned chapter from *Education and Social Change: Contours in History* Bring school artifact
3. September 6*	**What We Teach: Curriculum & Contexts** ● Curriculum theory ● Standards-based learning objectives ● Discussion facilitation model	***Resume due (Friday, September 8)** Read: "Globalization and Human Capital: From 'A Nation at Risk' to Neo-liberal Reform" (Ch. 6, p. 213-239) from *Education and Social Change: Contours in History* Review Standards of Learning for content area
4. September 13*	**(Online) Education Research & School Data**	***Clinical Experience Project plan due (Friday, September 15)** Explore subject-specific practioner journal, VDOE, and NCES data (see Blackboard)
5. September 20	**What We Teach: Planning & Assessment** ● Backwards-planning ● Assessment ● Teaching structures	Read (choose ONE): ● Read: "What reality TV taught me about everyday assessment" ● Read: "Possible futures for equitable educational assessment" Read (choose ONE): ● "Lights, Camera, Courage: Authentic Assessment and Multimodal Composition" (English) ● "PBL in Social Studies Classrooms: Teaching High Quality and Engaging Projects" (Social Studies) ● "The Science Symposium" (Science) ● "Formative Assessment at Work in the Classroom" (Math)

Week/Class Date	Topic(s)	Readings/Assignments Due
6. September 27	**How We Teach: Frameworks for Inclusion** ● Universal Design for Learning (UDL) ● Supporting students with disabilities and learning differences ● Supporting English learners **Discussion facilitation #1**	Watch: "[A History of Educating Children with Disabilities in America]" Read (choose TWO): ● "[Se hace camino al andar: Translanguaging Pedagogy for Justice]" (English) ● "[When Some Students are Undocumented, and Some are Not: Teaching Civics in Mixed-Citizenship Classrooms]" (Social Studies) ● "[UDL Solutions for Common Science Barriers]" (Science) ● "['UDL is the What, Design Thinking is the How:' Designing for Differentiation in Mathematics]" (Math)
7. October 4*	**How We Teach: Frameworks for Equity** ● Culturally-responsive/sustaining pedagogies **Discussion facilitation #2**	Watch: "[Bringing Cultural Context and Self-Identity Into Education]" ***CLT Lesson Plan due (Friday, October 6)**
8. October 11	**NO CLASS** (Clinical Experience Project Conferences)	
9. October 18	**Who We Teach: Motivation & Mental Health** ● Strategies for engagement and motivation ● CLT Lesson Plan **Discussion facilitation #3**	Listen: "[Adolescent Development and Motivation]" *Bridge to Learning,* Stanford
10. October 25	**Who We Teach: Managing Student Behavior** ● Trauma-informed practices ● Strategies for classroom management **Discussion facilitation #4**	**(Optional) Philosophy of Teaching draft due (Friday, October 27)** Read: "[Defining Trauma-Informed Education]" (Ch. 1, p. 3-20) from *Equity-centered Trauma-Informed Education*
11. November 1*	**Who We Teach: Ethical Discipline** ● Racialized school discipline practices	Read: "[Loud, proud, and love a crowd:] African American girls and school discipline practices"

Week/Class Date	Topic(s)	Readings/Assignments Due
	Discussion facilitation #5	***CLT Lesson Plan due (Friday, November 3)**
12. November 8*	**TBD** **Discussion facilitation #6**	***Philosophy of Teaching due (Friday, November 10)** **Readings TBD**
13. November 15	**Reflecting on the Foundations of Education** ● Revisiting course concepts ● Share Philosophy of Teaching projects **Discussion facilitation #7**	**Readings TBD**
**Thanksgiving Break November 22-26**
14. November 29*	**Clinical Experience Project Presentations**	***Clinical Experience Project presentations**
15. December 6*	**Clinical Experience Project Presentations** **Course evaluations** **Syllabus annotation**	***Clinical Experience Project presentations** ***Clinical Experience Project, Reflection, & Documentation Form due (Friday, December 8)**
**All assignments due by December 13**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures 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/ .