George Mason University
College of Education and Human Development
Secondary Education

SEED 540 – DL2
Human Development, Learning and Teaching:
Secondary Education
3 Credits, Fall 2023
Asynchronous & Synchronous on select Wed. (8/24, 10/12, 11/30)
@ 4:30

Instructor Information

Name: Andrew Porter, PhD
Office Hours: Virtual and by appointment or via Zoom
Personal Zoom: https://gmu.zoom.us/j/2832963127?pwd=SXBPcjV2Mis5OW1zYVk3SmhGb01Ddz09
Office Location: Thompson Hall, 1800 (Fairfax Campus)
Office Phone: Please email to arrange a phone call
Email Address: aporter7@gmu.edu

Course Details

Prerequisites/Corequisites
None

Course Description
SEED 540 explores developmental issues associated with middle and high school students, and theories that provide a basis for understanding the learning process. Addresses implications for designing instruction and curriculum.

Course Overview
With respect to the intellectual, social, emotional and physical development of middle and high school students, this course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment and how technology supports teaching and learning.

Required Texts

Eggen, P. D., & Kauchak, D. P. (2020). *Using educational psychology in teaching*. Hoboken, NJ: Pearson Education.

Gorski, P. C. & Pothini, S.G. (2018). Case studies on diversity and social justice education. New York: NY: Routledge. (TEXT ACCESSIBLE FOR FREE VIA GMU LIBRARIES; SEE LINK BELOW FOR DETAILS)

https://wrlc-gm.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781351142519&context=PC&vid=01WRLC_GML:01WRLC_GML&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,Case%20Studies%20on%20Diversity%20in%20Social%20Justice%20Education .

Disability Services
Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure
If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Course Delivery Mode and Attendance
- 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.
- This course will be delivered online using a synchronous and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.
- **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.

Course Requirements
- **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.

- o 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.
  - o Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
- **Technology Requirements:** Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.

Students Evaluations of Teaching (SETs)
- George Mason University has transitioned to conducting SETs fully online. In the last few weeks of this course, you will be asked to complete an evaluation of this course as well as your instructor.

Course Materials and Student Privacy
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Course Expectations
- Course Week: Our course week will begin on Thursday and conclude the following Wednesday (11:59pm) as indicated on the class schedule. To that end, any class readings and weekly assignments will be due the Wednesday before the following class (11:59pm) whether we meet synchronously or asynchronously.
- Log-in Frequency: Students must regularly check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all scheduled online synchronous meetings as listed on the class schedule.
- Attendance and Active Participation: SEED 540 operates under the assumption that knowledge is socially constructed, and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To that end, it is expected that students will regularly contribute to and engage in peer dialogue, as well as genuinely and respectfully 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. *Please remember that your responses to*

others and the expertise you lend to any discussion are as important as what you share about your own work. Thus, you must be "present" and "active" while engaging with your classmates.

- 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 solely 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* as 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 assignment due dates.

- Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or virtual conference (via zoom). Students should email the instructor to schedule a one-on-one session, including their preferred meeting context 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.

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	**Advocacy and Agency** 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.	**Teacher Candidate Digital Portfolio** 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.
Methods I	**Social Justice** 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.	**Lesson Plan** 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.

Human Development and Learning	**Relationships with and Respect for Youth** 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.	**Case Study/Student Application Project** 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.
Methods II	**Inquiry and Reflection** 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.	**Unit Plan/Lesson Implementation** 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.
Content Literacy	**Collaboration and Partnership** 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.	**Disciplinary Literacy Inquiry Project** 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.
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** 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.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** 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 Objectives	Conceptual Framework SEED SEEDS
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment through active participation in Blackboard discussions, formative assessments and tasks.	Advocacy & Agency Inquiry & Reflection Partnership & Collaboration
Students will identify theoretical/research frameworks associated with student motivation by writing a paper on adolescents and motivation.	Inquiry & Reflection Partnership & Collaboration
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Inquiry & Reflection Social Justice Partnership & Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.	Advocacy & Agency Social Justice Inquiry & Reflection
Students will complete a reflection on equitable instructional practices and student supports.	Social Justice, Inquiry & Reflection & Respect & Relationships
Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development and learning theories by applying a student in a case study.	Inquiry & Reflection Respect & Relationships

Professional Standards
Not applicable

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

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

Notice of mandatory reporting of sexual assault, 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/.

Course Assignments

Assignment 1:
Critical Friendship Group Reflections and Protocol Adherence

Due: Weekly

Points: 20

Rationale: Continuous attendance, active participation in class activities and discussions, and adherence to protocol procedures are the attributes that allow these class sessions to be collaborative, maintain high standards, and encourage learning to take place. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptional understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool.

Procedure: Rather than solely engaging in dialogue via required text discussion board, you will engage weekly with a Critical Friendship Group (stable group of peers). Your Critical Friendship Group (CFG) will determine when and how you engage with one another around the prompts for the week. Ideas include: synchronous virtual meet-ups via Zoom, Blackboard Collaborate Ultra, Skype, or Discord; asynchronous text communication via Group discussion board in BB, Google Docs, Slack, or Discord; asynchronous video chats via Flipgrid, etc. Most weeks, students are asked to submit a reflection form highlighting the main points of your CFG discussion as well as examining your own questions/thoughts on the content and dialogue. See BB for further details.

	Acceptable	Unacceptable
CFG Reflections	-participates *actively* in 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. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of completion of course tasks -online classes: Student maintains video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-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 - no evidence of completion of course tasks -online classes: Student maintains video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from _____ class session -tardy to _____ class sessions -departed _____ class sessions early
PROTOCOL POLICY	-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…. -electronic devices are off or in sleep mode unless using the device for notetaking -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	-attention is NOT focused on activities and discussion while in class by activities such as: engages 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 use mobile telephone to call or text -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

Due: October 11th

Points: 20

Rationale: For this assignment, you are asked to interview an adolescent about how motivation affects their learning and behavior. That is, what motivates this student to succeed? If needed, a teacher may also be interviewed to understand what motivational techniques work best in their classroom. Prior to your interview(s), be sure to read Chapters 10 & 11 (Eggen & Kauchak), which contain some theoretical underpinnings about motivation. Additionally, please note that more than one individual may be interviewed in the event that you would like to tie the stories together in a unique way.

Procedure: You should begin your paper with a general definition of motivation. Do your interviewee's experiences correspond with the formal definition? Also, take into consideration that there are two types of motivation: intrinsic and extrinsic. Finally, there are four (or more) different perspectives that can be considered when analyzing the nature of motivation:
● **Behavioral Perspective:** Rewards are consequences of behaviors. To the extent that learners find a reinforcement satisfying or desirable, they will engage in the behavior that leads to that response.
● **Humanistic Perspective:** Reaction against behaviorism. Thus, humanists believe that needs propel learners to see certain goals.
● **Social Cognitive Perspective:** Behavioral + cognitive aspects. Thus, learners must expect to achieve a goal, and they must value such an achievement.
● **Cognitive Perspective:** Focus on thinking. Thus, learners hold beliefs about their abilities to achieve a goal, and they must value such an achievement.

Finally, be sure to look at attribution theory and relate it to your interviewer's responses.

Additional Details:
• This paper should be five to ten pages in length (double-spaced).
• Please apply a minimum of ten psychological concepts in your writing.
• Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym.
• All written assignments must be typed.
• This paper should adhere to APA 7 style guidelines.
• All assignments must be submitted prior to the due date. Any work submitted after the due date must receive prior approval from instructor.
• In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA Manual 7th ed.). Refer to the GMU Honor Code for further information.

Motivation Paper Rubric

	Mastery 5	Proficient 4.5	Developing 4.0	Not Yet Present 3.5 or below
Concepts _____ / 5 pts	The paper provides a clear and formal definition of motivation and whether or not the interviewee's experiences correspond to that definition. The paper includes at least ten psychological concepts with clear explanation of each concept.	For the most part, the paper provides a formal definition of motivation whether or not the interviewee's experiences correspond to that definition. The paper has most of the psychological concepts with clear explanations of each concept.	The paper somewhat provides a formal definition of motivation and whether or not the interviewee's experiences correspond to that definition. The paper has some of the psychological concepts with clear explanations of each concept.	The paper has limited or no definition of motivation. The paper has missing psychological concepts or they are not explained in detail.
Application _____ / 5 pts	The paper provides a clear explanation for at least three action steps you would take as a result of the interview to apply to your current or future classroom to support students.	For the most part, the paper provides a clear explanation for at least three action steps you would take as a result of the interview to apply to your current or future classroom to support students.	The paper somewhat provides an explanation for actions steps as result of the interview.	The paper has limited or little explanation of action steps that would be taken as a result of the interview.
Analysis _____ /5 pts	The paper moves beyond simple description of the experience to an analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts in at least three ways.	For the most part, the paper moves beyond simple description of the experience to an analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts in three ways.	The paper demonstrates some analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts, but lacks some depth or it is unfocused.	The paper has limited or little analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts.
Professionalism _____ / 5 pts	The paper has no errors and properly cites APA if applicable.	The paper has few grammatical and APA errors.	The paper has some grammatical and APA errors.	The paper has many grammatical and APA errors.

Grade: _____ / 20 points

Assignment 3:
Equity Reflection

Due: November 10th

Points: 15

Rationale: This assignment is an opportunity for you to reflect upon where you are on your own personal "equity journey."

Procedure: This reflection should be a synthesis of class readings and discussions, personal connections and future goals to work on to support equity in your current or future classroom. You are asked to identify three distinct equity themes and reflect upon each one with respect to:
1. Evidence of Course Reading and Class Activities – Introduce your equity theme and explain which readings and class activities (cite where appropriate) have helped to shape your thinking.
2. Personal Application (Metacognition) – Explain how this equity theme can help you understand yourself as a professional learner, as well as others. Explain how this equity theme helps you understand/make sense of other concepts/ideas from this course.
3. Generalized Student Application – Explain how you will apply what you have learned to a classroom setting or when working with adolescents.

You are encouraged to consult the course website on Blackboard for additional information about this assignment as well as an optional template to help you organize your writing.

Additional Details:
- This paper should be a minimum of three to six pages in length
- All written assignments must be typed.
- All written assignments must adhere to APA 7 style guidelines.
- All assignments must be submitted prior to the due date. Any work submitted after the due date must receive prior approval from instructor.
- In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA Manual 7th ed.). Refer to the GMU Honor Code for further information.

Equity Reflection Rubric

	Mastery (5)	Proficient (4.5)	Developing (4)	Not Yet Present (3.5 or below)
Clarity and Evidence of Course Readings & Class Discussions _____ / 5 pts	The course readings and class discussions are synthesized to demonstrate a deep conceptual understanding of **content and connections to equity.**	Some course reading and class activities are discussed with an understanding of **content and connections to equity.** Minor, infrequent lapses in clarity and explanation.	There are some discussions about course readings and **class activities** with a limited understanding of **content and connections to equity.** There are some lapses in clarity and explanation.	There is little discussion about course readings and **class activities** with an understanding of **content and connections to equity.** There is little if any clarity and explanations.
Personal Application (Metacognition) _____ / 5 pts	The reflection moves beyond simple description of the understanding to an analysis of how the reading and class experiences contributed to understanding yourself, others, and/or course concepts.	Reflection demonstrates some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	Reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.	Reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application _____ / 5 pts	A clear connection to classroom application is made using specific details or examples.	Some connection to classroom application is made using specific details or examples.	A connection is vaguely made with generalized application.	A connection is lacking or missing to generalized application.

Grade: _____ / 15 pts   Comments: _____

Assignment 4:
Theory to Practice Presentation

Due: November 30th

Points: 20

Rationale: This formal presentation is an opportunity for you to explore your particular interests that extend beyond the syllabus and textbook and share your findings with the class.

Procedure: Each student will be asked to identify an area of educational psychology that is of interest to them. Presentations will be conducted virtually (via zoom) and will take place on the final night of synchronous class. To begin the research process, each student should read the relevant chapter(s) in the textbook and locate a minimum of five articles with **at least two being scholarly research articles.** The scholarly articles are published in scientific journals--e.g., *The Journal of Educational Psychology*, *Contemporary Journal of Educational Psychology*, *Educational Psychologist*, *Educational Researcher*, and *Instructional Science*. Each student should identify and report on at least five articles in their presentation. After each group member presents, the group will engage the class in a follow-up discussion.

All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be used to grade the presentation.

The textbook, research articles, case studies, the internet, and other sources may be used; however, do not just give a summary of information that we already know. The purpose of the presentation is to delve deeper into a topic and make it relevant to classroom teachers. Search for the latest research on a particular topic and effectively defend your conclusions.

Theory to Practice Presentation Rubric

	Mastery (5)	Proficient (4.5)	Developing (4.0)	Not Yet Present (3.5 or below)
Subject Knowledge (Presentation Content) _____ / 5 pts x 2 = 10 points	Presentation provides an **abundance of material clearly related to the research topic** presented. Points are clearly made and evidence is used to **support claims/findings.** Presentation **extends well beyond topics not addressed in class** or text.	For the most part, the presentation provides material that relates to the research topic presented. Points are made and evidence is used to support claims/findings. For the most part, the presentation includes aspects of topics not addressed in class or text.	The presentation somewhat provides material that relates to the research topic presented. Some points are made to support claims/findings. Some of the Presentation includes aspects of topics not addressed in class or text, but additional information would have added to the quality of the presentation.	Presentation provides material that relates to the research topic presented, but also includes unrelated material. Limited points are made and limited evidence is used to support claims/findings. Presentation includes few aspects of topics not addressed in class or text.
Presentation & Research _____ / 5 pts	Information is presented in a logical and interesting sequence, which the audience can follow. **Presentation incorporates excellent and relevant visuals with at least five references.**	For the most part, information is presented in a logical and interesting sequence, which the audience can follow. For the most part, visuals are incorporated into the presentation with five references.	The information is somewhat presented in a logical and interesting sequence, which the audience can follow. The visuals somewhat incorporate the presentation. However, some visuals may require explanations and inadequate research.	Audience has difficulty following the presentation because the presentation jumps around. The presentation lacks clear and smooth transitions. Visuals are used but not explained or put into context and little research is completed.
Professionalism & Group Discussion Post and/or Video Presentation _____ / 5 pts	The group provides two or three thoughtful questions to support class analysis and discussion on the topic. No grammar or APA errors.	The group provides two or three questions to support class discussion on the topic. Presentation has a grammatical or APA errors.	The group provides some questions to support class discussion on the topic. Presentation has some grammatical or APA errors.	The group provides few if any questions to support class discussion on the topic. Presentation has several misspelling and or grammatical errors.

Grade: _____ / 20 pts   Comments: _____

Assignment 5:
Case Study and Student Application Paper

Due: December 8th

Points: 25

Rationale: This case study analysis paper is the summative assessment in this course. Broadly speaking, case study analysis provides an opportunity for you to demonstrate your understanding of educational psychology theory and how it can be leveraged to address a range of pedagogical and behavioral issues in the classroom. Additionally, analyzing case studies allow you to examine common problems that students experience in their schooling from multiple different perspectives.

You will be asked to complete case study analysis assignments throughout the semester. These assignments will examine specific educational psychology concepts including adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. Furthermore, we will approach each case study from the perspective that the teacher is responsible for student success. From this perspective, if students are not doing well, it is the teacher's responsibility to identify and resolve any factors that may be inhibiting student success. Hopefully, this way of thinking will become second nature so that when faced with problems in your own class, you will think: "What might I do differently to help this student be successful?"

Procedure: For the Case Study and Student Application Paper, you will be asked to read a specific case study (made available the last week of class) and analyze it with respect to the following elements:

- Provide a brief overview of the situation.
- Identify the major problems that appear to be inhibiting student learning from the perspective of educational psychology theory.
- Create an action plan that leverages educational psychology theory to resolve each of the major problems you have identified.
- Describe how educational psychology theory could be applied to improve student motivation.
- Describe how educational psychology theory could be applied to create a supportive learning environment that meets the diverse needs of adolescents.

Additional information and resources are located on the course Blackboard site. Please be sure to read the rubric carefully before writing your analysis.

Additional Details:
- This paper should be a minimum of six pages in length
- All written assignments must be typed.
- All written assignments must adhere to APA 7 style guidelines.
- All assignments must be submitted prior to the due date. Any work submitted after the due date must receive prior approval from instructor.
- In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA Manual 7th ed.). Refer to the GMU Honor Code for further information.

Case Study & Student Application Project Rubric

	Mastery (5)	Proficient (4.5)	Developing (4.0)	Not Present Yet (3.5 and below)
Problem Statement (Case Study) _____ / 5 pts	**Four problems are clearly outlined** with respect to teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations and/or paraphrasing from the case study are used to support the four examples of classroom problems.	For the most part the four problems are clearly outlined with respect to the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations and/or paraphrasing from the case study are used to support the four examples of classroom problems.	The problems are somewhat outlined with respect to the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations and/or paraphrasing from readings vaguely support these perspectives.	The paper lacks a clear problem statements with no citations from the case study.
Action Plans (Case Study) _____ /5 pts x 2 = 10pts.	**The action plans clearly detail how the teacher could solve the four problems** presented in the problem statement. The action plans are clearly linked to the problem statements and have correctly applied **at least eight** educational psychological theories, strategies or techniques. Definitions from textbook and articles are linked to the solution.	For the most part, the action plans detail how the teacher could solve the four problems presented in the problem statement. The action plans are linked to the problem statements and have correctly applied **at least eight** educational psychological theories, strategies or techniques. Definitions from textbook and articles are included in the solution.	The action plans somewhat detail how the teacher could solve the problems presented in the problem statement. The action plans include the problem statement and have correctly applied some of the educational psychological theories, strategies or techniques. The definitions from textbook and articles may be included in the solution.	The action plans are not relevant to the problem statement. There are a limited amount of educational psychological theories and strategies used. There are a few to no direct quotations from textbook.
Demonstrate an understanding of how to support student motivation (Student Application) _____ / 5 pts	The description includes **three or more strategies** for supporting student motivation and correctly references textbook and/or other relevant resources.	For the most part, description includes three or more strategies for supporting student motivation and may reference textbook and other relevant resources but could be in greater detail or aspects may be unclear.	The description somewhat includes some strategies for supporting student motivation and may or may not reference textbook or other relevent resources.	The description lacks strategies for supporting student motivation with specific learning strategies
Demonstrate an understanding of how to create a supportive learning environment that meets the diverse needs of adolescents. (Student Application) _____ / 5 pts	The description includes **three or more strategies** to create a supportive learning environment or meet the diverse needs of adolescents.	For the most part, the description includes four or more strategies to create a supportive learning environment or meet the diverse needs of adolescents.	The description somewhat includes strategies to create a supportive learning environment or meet the diverse needs of adolescents.	The description lacks strategies to create a supportive learning environment or meet the diverse needs of adolescents.

_____ / 25 points

SEED 540: Human Development, Learning & Teaching: Secondary Education - Spring 2023 - Porter

Summary of Point Distribution:

1. CFG Reflections /Protocol Adherence	20 points	
2. Motivation paper	20 points	
3. Equity Reflection	15 points	
4. Theory to Practice Presentations	20 points	
5. Case Study and Student Application Project	25 points	

Total   **100 points**

Graduate Grading Scale

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*

Note: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

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

Course Schedule

Note: Please see the lesson folder for each class in Blackboard to access the daily learning experiences. The readings are due by the date in the syllabus.

<table>
<tr>
<td colspan="4">SEED 540
Unit 1: Developmental & Learning Theories</td>
</tr>
<tr>
<td>Class Date & (Location)</td>
<td>Class Topic</td>
<td>Reading & Multimedia</td>
<td>Assignments</td>
</tr>
<tr>
<td>Class 1

8/24

(Zoom - Virtual)</td>
<td>Introductions & Course Overview</td>
<td>Chapter 1 (Eggen & Kauchack)

Chapters 1-2 (Gorski & Pothini, 2018)

Review APA format links in 'Additional Handout & Resources' Folder</td>
<td>Critical Friendship Group Reflection #1 Due 8/30</td>
</tr>
<tr>
<td>Class 2

8/31

(Asynchronous)</td>
<td>Developmental Characteristics and Theories</td>
<td>Chapter 2 & 3 (Eggen & Kauchack)

Review GMU Database videos in 'Additional Handout & Resources' Folder</td>
<td>Critical Friendship Group Reflection #2 Due 9/6

Identify 2 potential Theory to Presentation Topics</td>
</tr>
<tr>
<td>Class 3

9/7

(Asynchronous)</td>
<td>4 Learning Theories: Behavioral, Cognitive, Constructivist and Social Cognitive</td>
<td>Chapter 6 & 7 (Eggen & Kauchack)

3.2 Trouble with Grit (Gorski & Pothini, 2018)

11.3 A Legacy of Privilege on the Soccer Pitch (Gorski & Pothini, 2018)</td>
<td>Critical Friendship Group Reflection #3 Due 9/13</td>
</tr>
<tr>
<td>Class 4

9/14

(Asynchronous)</td>
<td>Continuation of 4 Learning Theories</td>
<td>Chapter 9 (Eggen & Kauchack)

3.5 Technology Progress, Equity Regress (Gorski & Pothini, 2018)</td>
<td>Critical Friendship Group Reflection #4 Due 9/20

Finalize Theory to Presentation Topics</td>
</tr>
</table>

SEED 540 Unit 2: Motivation			
Class Date & (Location)	**Class Topic**	**Reading & Multimedia**	**Assignments**
Class 5 **9/21** **(Asynchronous)**	**Motivation and Learning Strategies**	Chapter 10 (Eggen & Kauchack) Tomlinson & Sousa, 2020 The Unmotivated Student Case Study	**Critical Friendship Group Reflection #5 Due 9/27** **Identify person to Interview for Motivation Paper**
Class 6 **9/28** **(Asynchronous)**	**Continuation Motivation and Learning Strategies**	Chapter 11 (Eggen & Kauchak Lent & Gilmore, 2014 "Developing a Growth Mindset with Carol Dweck" "Every Kid Needs a Champion (Video)" 5.1 Protesting the Pledge	**Critical Friendship Group Reflection #6 Due 10/4** **Conduct Interviews for Motivation Paper**
Class 7 **10/5** **(Asynchronous)**	**Independent Work Session**	Work on Motivation Paper Work on Theory to Practice presentation Please complete the online modules and submit a copy or picture of certifications to Blackboard	**NO CFG Reflection Due this week** **Module 1:** Dyslexia http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html **Module 2:** Supporting Our Military–Connected Children in School Settings: Moving them from Risk to Resilience" Training Module. To access and view the module: go to https://training.gmu.edu. **Motivation Paper due to Blackboard on 10/11 (11:59pm)**

SEED 540 Unit 3: Learning & Teaching			
Class Date & (Location)	**Class Topic**	**Reading & Multimedia**	**Assignments**
Class 8 **10/12** (Virtual - Zoom)	**Learning Strategies and Teaching for Mastery**	**Read BEFORE Class (3/22)** Chapter 13 5.2 Not Time for Stories (Gorski & Pothini, 2018) 5.4 Multicultural Day (Gorski & Pothini, 2018)	**Critical Friendship Group Reflection #7 Due 10/18**
Class 9 **10/19** (Asynchronous)	**Learning Environment**	Chapter 12 (Eggen & Kauchak) Benn, 2018 Simmons, 2019 Proofreading Case Study	**Critical Friendship Group Reflection #8 Due 10/25**

SEED 540 Unit 4: Equity			
Class Date & (Location)	**Class Topic**	**Reading & Multimedia**	**Assignments**
Class 10 10/26 (Asynchronous)	**Equity**	Chapter 4 (Eggen & Kauchak) Rebora (2019) Benson & Fiarman (2019) 6.1 Black Lives Matter (Gorski & Pothini, 2018) 6.2 Teaching Race w/Huckleberry Finn (Gorski & Pothini, 2018)	**Critical Friendship Group Reflection #9 Due 11/1**
Class 11 11/2 (Asynchronous)	**Equity Continued: Teaching Every Student**	Chapter 5 (Eggen & Kauchak) Laprairie, 2010 Jensen, 2013 8.1 Surprise Fire Drill (Gorski & Pothini, 2018) 10.1 Student Interpreter (Gorski & Pothini, 2018)	**Critical Friendship Group Reflection #10 Due 11/8**
Class 12 11/9 (Asynchronous)	**Independent Work Session**	**No Readings** Please complete the online module and submit a copy or picture of certification to Blackboard	**NO CFG Reflection Due this week** **VDOE Cultural Competency Training** https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/cultural-competency-training **Equity Reflection Due to Blackboard on Friday 11/10 (11:59pm)**

SEED 540 Unit 4: Conclusions			
Class Date & (Location)	**Class Topic**	**Reading & Multimedia**	**Assignments**
Class 13 **11/16** **(Asynchronous)**	**Case Study & Student Application Project: Preparation**	Review Frank Oakley Case Study Example	**Review Frank Oakley Case Study Example Complete the template and discuss with Critical Friendship Group Due 11/29**
11/23	- No Class - Thanksgiving Break		
Class 14 **11/30** **(Virtual – Zoom)**	**Theory to Practice Presentations**	Students will present their Theory to Practice Presentations during class	**NO CFG Reflection Due this week** **Theory to Practice Presentation is Due 11/30**
Class 15 **12/7** **(Asynchronous)**	**Independent Work Session**	Students will use this week to complete their Case Study and Student Application Projects individually.	**NO CFG Reflection Due this week** **Blackboard submission of Application Case Study & Student Application Project by Friday, December 8th (11:59pm)**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Supplemental Course Readings

Benn, G. (2018). Relationships and rapport: "You don't know me like that!" *Educational Leadership*, 76(1), 20-25.

Benson, T. & Florman, S. (2019). The anti-racist educator. *Educational Leadership,* 77(1), 60-65.
Jackson, R. & Zmuda, A. (2014). Four (secret) keys to student engagement. *Educational leadership*, 72(1), 18-24.

Jenson, E. (2013). How poverty affects classroom engagement. *Educational leadership*, 70(8), 24-30.

Kiewra, K.A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into Practice*, *41(2)*, 71-80.

Laprairie, K., Johnson, D.D., Rice, M., Adams, P. & Higgins, B. (2010). The top ten things new high school teachers need to know about servicing students with special needs. *American Secondary Education, 38(2)*, 23-30.

Lent, R. & Gilmore, B. (2014). 10 Standards for motivation. *Educational leadership*, 72(1), 66-67.

Rebora, A. (2019). Widening the lens: A conversation with Beverly Daniel Tatum. *Educational Leadership*, 76(7), 30-33.

Tomlinson, C. & Sousa, D. (2020). The sciences of teaching. *Educational Leadership,* 77(8), 14-20.

Internship Requirements

Students--please note the following requirements for internship applications. **No extensions to the application deadline will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certification.**

Since 2015, internship applications must include **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:
▪ VCLA
▪ RVE (specific programs only...see link below)
▪ ACTFL (Foreign language only...see link below)
▪ Praxis II (Content Knowledge exam in your specific endorsement area)
 For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements
Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to

meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – NEW hands-on training required for licensure!
All new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING
All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are strongly advised to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit. And, be sure to sign your name at the end of any emails sent to the instructor.

APPLICATION
The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience.