George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 542 Section 004 – Foundations of Elementary Education
3 credits, Fall 2023 (August 21 – December 6)
Wednesdays, 4:30am-7:10pm
Innovation Hall 330, Fairfax Campus

Name: Dr. Christie Byers
Office Hours: By appointment
Office Location: Thompson 1800
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Recommended Prerequisite: Admission to MEd in Curriculum & Instruction: Elementary Education licensure program

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

Expanded Course Description: N/A

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

Course Delivery Method: This course will be delivered **in a face-to-face format** using **primarily face-to-face, as well as synchronous and asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see "Class Schedule" for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available before the first day of class.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Participation in an online class session requires your undivided attention.

This course will be delivered using multiple instructional strategies and formats including face-to-face, synchronous, and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via

group activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the "Class Schedule" section below.

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

1. 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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. 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.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
   - Adobe Acrobat Reader: https://get.adobe.com/reader/
   - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
   - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
1. Course Week: Our course week will end on the day that our class meetings take place as indicated on the "Class Schedule."
2. 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 **4 times per week.** In addition, students must log in for all scheduled online synchronous meetings.
3. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. 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.
5. 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.
6. 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.

7. 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 the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable students to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

PROFESSIONAL STANDARDS:
Upon completion of this course, students will have met the following professional standards:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

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

3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

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

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

8 VAC 20-25-30. Technology standards

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:

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

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

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

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

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

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, email, Google Doc). **The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to enhance the learning experience.**

Assignments and/or Examinations:

1. **Attendance and Participation (25%)**
   DUE: Weekly, Ongoing

   It is expected that you attend all face-to-face, synchronous, and asynchronous online meetings outlined within the syllabus. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."

   If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. **After three absences, students will not be able to earn a passing grade and must retake the course.**

   Success in this course is predicated on being an active and engaged participant in *all course activities*, in the service of one another, yourself, and your future students. Your full participation includes active engagement in aspects of the course that take place between, during, and immediately following our face to face (f2f) meetings, and include:

   1. Between-Class Tasks: Asynchronous activities to be complete between classes. These activities can be found in the "Class Materials" Blackboard folder posted each week, and include readings, watching videos, journaling, etc. All Between-Class Tasks are to be completed by 3:00 pm on the day of our f2f meeting day (Wednesdays) unless otherwise indicated.

2. During-Class Participation: being fully present* (in both senses of the word), attending class from beginning to end, fully engaging with your classmates in the discussions and activities, and contributing to any processes and final products created.

3. After-Class Tasks: At the end of each class, two items are to be completed (by 11:59 pm 48 hours after class):
    1. A reflection on the class activities and/or content in the form of a response to a provided prompt: a written exit ticket (serves as formative assessment for the instructor and an opportunity for you to concretize your learning)
    2. A documentation and reflection on your participation (a structured format for this will be provided)

Your final participation grade will be developed based on an accumulation of weekly participation points in the above three areas, generally 2.5 points for each of the three areas per week.

2. **We Teach Who We Are Project (30%)**
   DUE: Weekly Journal Entries, Final Presentation on Wednesday, November 29th

As you begin your professional journey as a teacher this semester, you will be tasked with completing many readings and assignments intended to advance your professional learning. You will also be asked to reflect on your past educative experiences (in school and otherwise), your unique interests and skills, your beliefs and values, and how the intertwining of these elements inevitably work together to shape your approach to teaching. Parker Palmer, author of *The Courage to Teach,* claims that "We Teach Who We Are" – and if this is so, it is important to dig in and explore the complex contours of our inner and outer landscapes, investigate how our lives have been shaped by our culture and experiences, and examine how these aspects interact with the landscapes of our students and school environments. In alignment with the program goals of being Responsive, Reflective, and Ready, the purpose of this assignment is to help you reflect on where you come from, what you bring, where you are going (and why), what you hope to carry and amplify, and what you may need to shift and/or let go of, all in the service of determining what you will stand for as a teacher. This ongoing reflective project is intended to assist you in developing the strength to show up as your fullest self for your students in a manner guided by integrity, compassion, responsiveness, and purpose.

This project will be continue throughout the semester. It will include an ongoing art component, weekly journaling, and the eventual development of a teaching vision statement. The project will culminate with a "We Teach Who We Are" presentation to share with your peers on the final day of class.

The full details and the rubric used to evaluate this assignment will be developed collaboratively and shared in class.

3. **Professional Issues for Teachers: Group Roundtable Discussion (15%)**

   DUE: October 11

   What professional issues confront teachers in their day to day lives? For this assignment, you will work with peers to explore, create materials about, and lead a roundtable discussion about an education issue as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, or any educational topic of interest.

   Your group will research and analyze this issue, noting historical significance and current trends and perspectives. You will reflect upon how this issue relates to your own experiences, making connections to your current field placements.

   Your group will create materials and lead a discussion on your roundtable topic for your peers to engage with. A rubric will be provided in class with specific components, and your classmates will offer their feedback on your work as well.

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

   Roundtable discussions will take place on **October 11**

4. **Digital Learning Modules: Supporting our Military Connected Children in School Settings: Moving Them from Risk to Resilience (15%)** DUE: November 15

   These modules were specially developed by our college to educate aspiring and practicing school personnel about the culture of the military, challenges frequently faced by military families, and strategies school personnel can use to meet the diverse needs of this special population. *Once you have completed the modules, please screenshot the last page of both modules OR PRINT and save as a PDF file. Upload to Blackboard under Assessments tab.*

   To access and view the modules, you will first need to create an account on TTAC Online: https://ttaconline.org/Account/Register. Once you login, you will be able to access modules via the following links:

   Module 1 - https://ttaconline.org/Online- Training/MLbTE3FyBnHqoY94Q5CIogeWNtaMn-Du/Online- Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to- resilience--

   Module 2 - https://ttaconline.org/Online- Training/MLbTE3FyBnHqoY94Q5CIohoVbMMIlwUD/Online- Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to- resilience--

   Your screenshot or PDF is due **November 15 by midnight**.

5. **PBA: Special Education (SPED) and English Language Learner (ELL) Portfolios (15%)** <mark>DUE: Wednesday, December 4</mark>

The purpose of this assignment is to integrate your course readings and field experience observations around the topics of Special Education and English Language Learner programs. This will be accomplished through the completion of a series of activities that include readings, reflections, and observations. Four parts will be uploaded into Blackboard to create a portfolio.

• **Portfolio Part #1**
MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*

https://iris.peabody.vanderbilt.edu/module/preref/

Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection. <mark>Part 1 is due October 18</mark>

• **Portfolio Part #2**
COMPLETE THE FOLLOWING READINGS:

o Attention-Deficit/Hyperactivity Disorder: https://www.ldonline.org/ld-topics/working-families/attention-deficithyperactivity-disorder

o IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning- disabilities/

o Language-Based Learning Disabilities:
https://www.asha.org/public/speech/disorders/LBLD.htm o Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf
o Speech & Language Impairments: http://www.parentcenterhub.org/wp-

content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ANY TWO OF THE FOLLOWING ACTIVITIES:

- Interview a special education teacher about the identification process (i.e., pre-referral, referral, evaluation, and eligibility) for students at-risk for learning disabilities.
- Interview a general education teacher about his/her role in the identification process for students at-risk for learning disabilities.
- Interview a special education teacher OR a speech-language pathologist about specific language-based conditions (dyslexia, dysgraphia, dyscalculia, auditory processing disorders).

- Interview a special education teacher about the identification process for students with attention deficit hyperactivity disorder (ADHD).
- Observe in a classroom that includes students with learning disabilities and/or ADHD.
- Observe in a classroom that includes students with disabilities who receive special education services and ask a classroom teacher to explain some of the disability categories under which the students are being served and the student characteristics associated with each. If possible, observe both an inclusive setting and a self-contained setting. Interview a general education teacher and a special education teacher together about how they support students with or at-risk for learning disabilities and/or ADHD.
- Watch the Special Education videos available in Blackboard.

    REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are "I learned..." and/or "Prior to... I believed". You need 3-4 citations in your reflection of the readings. Part 2 is due on Wednesday, Dec. 4 with all other parts included.

- **Portfolio Part #3**
  COMPLETE MODULE: *Teaching English Language Learners: Effective Instructional Practices*

  https://iris.peabody.vanderbilt.edu/module/ell/

  Copy and paste the questions from the assessment into a word document. Write answers and include in an addendum in your final reflection. Part 3 is due October 25

- **Portfolio Part #4**

COMPLETE THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning: http://www.readingrockets.org/article/best-practice- ells-peer-assisted-learning
- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners
- Culturally Responsive Literacy Instruction https://keystoliteracy.com/blog/culturally-responsive- literacy-instruction/
- Standards-based Writing for ELLs http://www.colorincolorado.org/article/standards-based-writing-ells NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:
- Interview an ELL teacher about teaching ELLs
- Interview a general education teacher about teaching ELLs

- Observation of ELL teacher in general education classroom
- Observation of ELL teacher in a pull out model
- Interview a general education teacher and an ELL teacher together about how they best support ELLs
- Watch one of the English Language Learners videos in Blackboard

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

The Entire SPED/ELL Portfolio is due Wednesday, December 4th by 11:59 pm

Other Requirements:

Assignment Expectations

All assignments are to be submitted **by 11:59 PM on the date listed in the syllabus** and should be submitted in the format indicated by the instructor in class.

Assignments should be saved with your Preferred Name and Assignment Title (e.g., **Christie_Portfolio Part One**). All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/

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

COURSE PERFORMANCE EVALUATION WEIGHTING

Course Outcomes	Assignments	Percentage of Final Grade	Due Date (due before class)
1-5	Attendance and Participation (Between, During, and After Class Activities)	25%	Ongoing
1-5	We Teach Who We Are Project	30%	Weekly Journal Entries, Final Presentation November 29
1, 2, 5	Professional Issues for Teachers: Group Roundtable Discussion	10%	October 11
3, 5	Supporting our Military Connected Children in School Settings Module	15%	November 15
2, 3, 5	*Special Education and English Language Learners – 4 Modules	20%	Part 1: October 18 Part 2: December 4 Part 3: October 25 Part 4: December 4

*Performance-based assessment (PBA)

GRADING POLICIES

GRADUATE GRADING SCALE

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	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.
C	70-79	
F	<69	

*Note: A course grade of B- or below requires you to retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of

Education.

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See https://cehd.gmu.edu/students/policies-procedures/

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, 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 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/ .

CLASS SCHEDULE

Faculty reserves the right to alter the schedule as necessary with notification to students. Content of some classes may be moved.

Class Meeting	Topics & Guiding Questions	Readings and Major Assignments (DUE BEFORE CLASS)
Class 1 **Wednesday, August 23** **4:30pm – 7:10pm**	Getting to know each other Course overview ***Introduce We Teach Who We Are Assignment***	**Text:** • N/A **Blackboard Readings:** • Wheatley • Ayers • Watson
Class 2 **Wednesday, August 30** **4:30pm – 7:10pm**	What does *foundations of education mean?* Who is the self who teaches? Who are we as individuals? What experiences shaped our decisions to teach? Who do we want to be as future teachers?	**Text:** • Anthology Ch. 1: (Rochefort, 2021) My Need to Teach • Anthology Ch. 2: (Kohl, 2021) Why Teach? **Journal Entry #1**
Class 3 **Wednesday, September 6** **4:30pm – 7:10pm**	What are the purposes of school? Who decides?	**Text:** • Lewis & Diamond (2015), Ch. 1: Introduction **Blackboard:** • Fitzpatrick, Gartner, & LaForgia (2015) Failure Factories **Journal Entry #2**

Class 4 **Wednesday, September 13** **4:30pm – 7:10pm**	Who are our students? How are the different from and alike each other, us, and students from the past? Considerations of gender and special needs. ***Introduce Group Round Table Discussion Assignment***	**Text:** • Lewis & Diamond (2015), Ch. 2: Race, Oppositional Culture, and School Outcomes: Are We Barking up the Wrong Tree? • Anthology Ch. 6 (Wiehe & Robinson, 2021): Translanguaging to Teach Toward Justice for Mulitlingual Students • Anthology Ch. 7 (Ohanian, 2021): On Stir and Serve Recipes for Teaching **Blackboard:** • Choose 1 article from posted selections on gender and special needs/exceptionalities **Journal Entry #3**
Class 5 **Wednesday, September 20** **4:30pm – 7:10pm**	Who are our students? How are the different from and alike each other, us, and students from the past? Considerations of global migration, poverty, race, gender, and identity	**Text:** • Anthology Ch. 4 (Marlowe, Page, & Gardner-Page, 2021): Making the Most of the Classroom Mosaic: A Constructivist Approach to Embracing Student Diversity. • Anthology Ch. 5 (Ullucci, 2021): The Complexity of Labels: Considering Refufee Youth in the United States **Blackboard:** • Read posted articles and watch videos on difference/s **Journal Entry #4**

Class 6 **Wednesday, September 27** **4:30pm – 7:10pm**	For whom does school 'work'? For whom does school not 'work'? What are the major federal, state, and local policies impacting schools today? ***Introduce PBA 4 Part Assignment***	**Text:** • Lewis & Diamond (2015), Ch. 3: The Road to Detention is Paved with Good Intentions: Race and Discipline at Riverview • Lewis & Diamond (2015), Ch. 4: "It's Like Two Highschools": Race, Tracking, and Performance Expectations **Blackboard:** • Read posted articles and watch videos on poverty and race. **Journal Entry #5**
Class 7 **Wednesday, October 4** **4:30pm – 7:10pm**	How should students be taught? What should students learn? What is most important for teachers to know about student learning in order to be effective teachers? What is most important for students to learn?	**Text:** • Anthology Ch. 8 (DiGiulio, 2021): Psst…It Ain't About the Tests: It's Still About Great Teaching • Anthology Ch. 14 (Kohn, 2021): Grading: The Issue is Not How by Why? • Anthology Ch. 15 (Windfield, Canestrari, & Marlowe, 2021): The Data Pandemic: Rethinking the Supremacy of Measurement in Education **Blackboard:** • In Tasc Standards **Journal Entry #6**
Class 8 **Wednesday, October 11** **4:30pm – 7:10pm**	Round Table Discussions	**Due: Group Roundtable Discussion Presentation Materials**

Class 9 **Wednesday, October 18** **4:30pm – 7:10pm**	Teaching Special Education	**Blackboard:** • Read posted articles on SPED <mark>PBA Part 1 Due</mark> <mark>**Journal Entry #7**</mark>
Class 10 **Wednesday, October 25** **4:30pm – 7:10pm**	Teaching English Language Learners	**Blackboard:** • Read linked articles on ELL teaching <mark>PBA Part 3 Due</mark> <mark>**Journal Entry #8**</mark>
Class 11 **Wednesday, November 1** **4:30pm – 7:10pm**	What can you do to become a teacher with "the courage to proceed in the service of justice" (Lewis & Diamond, 2015, p. 181)?	**Text:** • Lewis & Diamond (2015) Ch. 5: Opportunity Hoarding: Creating and Maintaining Racial Advantage • Lewis & Diamond (2015) Ch. 6: Conclusion
Class 12 **Wednesday, November 8** **4:30pm – 7:10pm**	What does it mean to be an impactful and purpose-driven teacher?	**Text:** • Anthology Ch. 3 (Rasmussen, 2021): Becoming a MISTER • Anthology Epilogue (Winfield, 2021): The Quest Achieving Ideological Escape Velocity – Becoming an Activist Teacher • Optional: Anthology Ch. 20 (Karp & Sanchez, 2021): The 2018 Wave of Teacher Strikes: A Turning Point for our Schools? <mark>**Journal Entry #9**</mark>

Class 13 **Wednesday, November 15** **4:30pm – 7:10pm**	Workshop: Work on teaching philosophies and vision statements, We Teach Who We Are Projects, PBA	**Supporting our Military Connected Children in School Settings Due** **Journal Entry #10**
Wednesday, November 22	**No Class: Thanksgiving Break**	**No Class: Thanksgiving Break**
Class 14 **Wednesday, November 29** **4:30pm – 7:10pm**	**We Teach Who We Are Presentations** What is your vision for teaching? How does this vision interweave what you know about yourself, what you know about students, and what you know about the current state of education? **Course Evaluations** **Course Wrap-Up**	**DUE: We Teach Who We Are Presentations**
Wednesday, December 4	No class	**DUE: All 4 parts of PBA**