SEED 522 (Section 003)– Foundations of Secondary Education
3 Credits, Fall 2023
Fairfax Campus – Thompson Hall 2021
F2F - Wednesdays, 4:30-7:10 PM on 8/23, 9/13, 9/20, 10/11, 10/18, 11/1, 11/15, 12/6
Asynchronous on 8/30, 9/6, 9/27, 10/4, 10/25, 11/8, 11/29

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Course Information

Prerequisites/Corequisites
None.

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

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

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

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.

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

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

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Readings

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

Course Performance Evaluation

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

The Secondary Education (SEED) Program "Seeds"
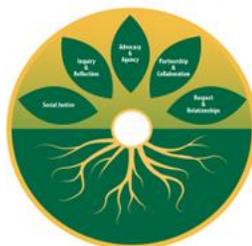
As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and 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, 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,	**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.

	and appropriately-scaffolded opportunity for academic and professional success.	
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)

Assignments & Grading

Assignment	Points
(1) Participation & Reflection, includes: ● Reflective journaling / Critical Friends Group (ongoing, asynchronous) ● In-class discussions (ongoing, in class) ● In-class current event share (ongoing, in class) ● Conferences	20
(2) **Discussion Facilitation** (ongoing, in class **October 4-November 8**)	15
(3) **CLT Lesson Plan** (in-class assignments, completed **October 11 & November 8**)	10
(4) **Philosophy of Teaching Visual Essay** (due **November 17**), includes: ● Resume (due **September 8**) - 5 points ● Teacher-to-Learner Narrative (*rec: complete by September 27*) - 5 points ● Mission Statement (*rec: complete by October 18*) - 5 points ● Readings that Resonate (*rec: complete by November 17*) - 5 points	20
(5) **Foundations of School Clinical Experience Project** (due **December 8**), includes: ● Project Plan/Rubric (due **September 22**) – 5 points ● Project Presentation (in class on **December 6)** – 20 points ● Reflection – 5 points ● Clinical Experience Hours Documentation Form	30
Total Points Possible	**100**

Artificial Intelligence Tools

Use of artificial intelligence (AI) tools is permitted on selected assignments in this course as indicated in the assignment descriptions below. Unauthorized use of AI tools is considered cheating and may be a violation of the university's academic integrity policy. Use is determined based on the following levels:

NO USE PERMITTED	Use of any/all AI tool(s) is prohibited unless provided by the instructor (e.g., auto-captioning) or stated in an accommodation provided by GMU disability services.
SOME USE PERMITTED	Some use of non-generative AI tools is permitted; use is <u>limited to </u>auto-transcription or captioning, language translation, writing assistance (e.g., Grammarly, speech-to-text), and text-to-audio readers. AI tools that create content (ChatGPT, Tome, LessonLab, Magic School, etc.) or summarize readings are <u>NOT</u> permitted beyond the brainstorming/idea phase.
FREE USE PERMITTED	Free use of any generative or non-generative AI tool(s) is permitted; this includes ChatGPT and other text, image, or audio generating tools. *Always cite the use of generative AI tools appropriately.*

Assignment Descriptions

(1) Participation & Reflection (20 points) Seed Seed addressed: *Inquiry & Reflection*	**NO USE PERMITTED**

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

Description: Participation in this course includes completion in-class discussions and critical friends group meetings. We will complete many reflections that will act as a springboard for discussion, whether in-class or asynchronous. In addition to reflective value, the Reflective Journal is designed to help you develop your *Philosophy of Teaching*. Some prompts will ask you to consider using a specific form in your Reflective Journal, while others will allow you to choose any form you'd like.

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

Because attendance is a prerequisite for class participation, **absences will have a negative impact on your participation grade,** and participation will be graded on a semi-weekly basis.

Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc.) to receive full credit each week. Active participation and protocol adherence is determined by the rubric below:

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

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(2) Discussion Facilitation (15 points) – GROUP PROJECT
SEED Seed addressed: *Social Justice*

SOME USE PERMITTED

Rationale: The **Discussion Facilitation** assignment provides an opportunity to dig deeper into a current issue in education associated with the topic of a chosen class period. Students will research and gather recent news articles related to their topic to plan and facilitate a discussion (or activity) designed to examine the complexities of the issue, including: What are this issue's historical, social, and political contexts? What is *most important* for teachers/future teachers to know about this issue? How does it impact teachers' or students' lives or the wider community?

Description: Students will sign up for their chosen topic during the first week of class and work in small groups to research and plan a **~30-40 minute discussion-based lesson or activity**, through which each group will lead our class during **Weeks 7-12.**

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

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

Evaluation Criteria: 15 points – 15% of overall course grade
1. Evidence of engagement with topic (accuracy, relevance, coherence)
2. Lesson plan document with references to relevant sources (cited in APA)
3. Evidence of full and equal participation of all group members
4. All group members participate in pre-facilitation conference and post-facilitation reflection

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

[AI] **FREE USE PERMITTED**

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

Description: Students will be grouped into a CLT based upon content areas (to the extent possible) and assigned a subject/level/grade and design a lesson plan that the CLT will draft **in class** during **multiple weeks** integrating concepts learned in class.

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

(4) Philosophy of Teaching Visual Essay (20 points)
SEED Seed addressed: *Respect & Relationships*

[AI] **SOME USE PERMITTED**

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

Description: In a **visual essay** (*completed partially in class and partially on your own*), describe and illustrate your Philosophy of Teaching, a living narrative that includes your own experiences as a student, your professional experiences, your goals/mission as a teacher, and your current philosophical approaches (based on the issues addressed in class and/or your own teaching experiences). Your visual essay will include **FOUR** components:

1. **Resume – due September 8**
   A resume that details your professional experience
2. **Learner-to-Teacher Narrative**
   A narrative that integrates visuals and concrete, specific details to explain:
   ● *Who were you as a learner during your secondary school experience?*
   ● *How do your experiences inform your strongest beliefs or goals as a teacher?*

3. **Mission Statement**
   A mission statement that answers the following questions:
   ● *What do you believe is the purpose of public education?*

- *What do you believe is the purpose of your content area?*
- *How do/will you contribute to these purposes? What will be evidence of your success?*
- *How will you continue to grow as a teacher during the first five years of your career?*

4. **Course Reflection Statement**
Choose 2-3 course readings / experiences that resonate with your mission as a teacher. Include a brief (2-3 sentence) summary of each reading and an explanation of the following:
- *How does this reading or task relate to your mission as a teacher?*
- *How specifically will you apply these ideas in practice?*
- *What challenges do you anticipate, and how will you overcome those challenges?*

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

Evaluation Criteria: 20 points – 20% of overall course grade
1. Inclusion of all four required components
2. Incorporation of teaching roles, practices, and philosophies referenced in course readings and/or discussions (with references appropriately cited)
3. Professional quality (attention to detail, clarity, evidence of proofreading, citations in APA format)

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(5) Foundations of School Clinical Experience Project (30 points)
SEED Seed addressed: *Advocacy & Agency*

[AI] SOME USE PERMITTED

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

Description: To help ground your clinical experience, you will choose an area of focus early on in this course: Which **ONE** aspect of secondary schools do you want to know more about? What is a feature of secondary education that you consider foundational, important, or challenging? During your clinical experience, you will fully immerse yourself in your chosen topic, conducting observations (if possible), critically reading, synthesizing research, gathering artifacts, and speaking with stakeholders to better understand your chosen feature of school. **Possible topic choices will be discussed in class during Weeks 1-4. This project will follow a guided-inquiry design, which will require you to submit a project plan and participate in formal check-ins with the instructor throughout the semester.**

During our last class session (**December 6),** you will present a final report to the class. Your **final report** on your topic can take *any form,* but it should be a **multimedia or multi-genre presentation** that includes a synthesis of *__at least three__* of the following sources (totaling the required 15 hours of clinical experience*):

- **Observations:** conducted in a school, community, and/or other relevant context(s), totaling a ~30% of the required clinical experience hours (5 hours).
- **Interviews**, totaling ~30% of the required clinical experience hours (5 hours), including:
  - At least one interview with a *young person*, ideally one who is approximately the same age as the students you teach or hope to teach (family members are permitted).
  - At least one interview with an *educator or school staff member* related to your topic.
  - At least one interview with a *community member or stakeholder*, someone who is involved or concerned with your topic of choice.
  - *Note: Interviews may be recorded and/or transcribed at your own discretion, but it is not required. Please obtain the verbal permission of the person you are interviewing before recording. Total time expected (5 hours) includes drafting interview questions, interviewing, note taking or transcribing, and reviewing data. Interviews can be 30-60 minutes in length.*
- **Literature Review:** Use the GMU University Library resources to conduct a review of literature related to your topic. A thorough review of the literature, totaling ~30% of the required clinical experience hours (5 hours), must include:
  - At least 5-7 sources (cited in APA format in your presentation), the majority of which are scholarly or relevant practitioner journals (up to 3 sources may be podcasts, blog posts, news articles, etc.).
  - Attention to recently published literature (unless intentional for the purpose of comparison), ideally published within the last 10 years.
- **Critical Reading/Listening:** Choose a nonfiction book (or books) and/or podcast *series* related to your topic to critically examine, taking detailed notes that will allow you to compare content with your other sources. Whether you are examining one source or several, this option should total ~30% of the required clinical experience hours (5 hours).
- **Other Sources:** Have an idea for another source you'd like to try to learn about your topic? Speak with your instructor for approval.

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

Reflection: With your final project, you must also submit a written reflection (of ~500 words) discussing major takeaways from your experience, including how it has informed your

understanding of the history and/or purpose of public school and how it will inform your future teaching.

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

Evaluation Criteria: 30 points – 30% of overall course grade
1. Evidence of engagement with topic (accuracy, relevance, coherence)
2. Evidence of immersion in school culture and/or community
3. Synthesis of at least three required components
4. Thoughtful reflection that discusses major takeaways

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

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

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

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

Week/Class Date	Topic(s)	Readings/Assignments Due
Week #1 - August 23 *Key Terms: Secondary school, adolescent, metacognition*	**Introduction** ● About Us ● Course expectations **Where We Teach: Teaching in the Secondary School** ● Overview of Secondary Education in the United States ● Teaching adolescents	***Review syllabus & Blackboard site**

Week/Class Date	Topic(s)	Readings/Assignments Due
Week #2 - August 30 **Asynchronous** *Key Terms: No Child Left Behind (NCLB); Elementary & Secondary Education Act (ESEA); Every Student Succeeds Act (ESSA); Individuals with Disabilities Education Act (IDEA); Standards of Learning (SOL)/Standards-Based Learning*	**What We Teach: Curriculum & Contexts** ● Curriculum theory & learning theories ● Standards-based learning objectives	CFG Meeting #1 Read: Assigned chapter from *Education and Social Change: Contours in History* Read: "Globalization and Human Capital: From 'A Nation at Risk' to Neo-liberal Reform" (Ch. 6, p. 213-239) from *Education and Social Change: Contours in History* Review Standards of Learning for content area **CFG #1 due Friday, Sept. 1st**
Week #3 - September 6* **Asynchronous**	**Course Projects Preparation** ● Resume planning ● Discussion facilitation topics & dates selected	**Assignment due:** Resume due (Friday, September 8)
Week #4 - September 13th **SEED Advising & Program of Study (POS) with Dr. Andrew Porter** *Key Terms: The SEED "Seeds"; National Council for Teachers of English (NCTE); National Council for the Social Studies (NCSS); National Council for Teachers of Mathematics (NCTM); National Science Teaching Association (NSTA)*	**What We Teach: Education Research & Data** ● Explore GMU databases and other school/state data	
Week #5 - September 20th *Key Terms: Backwards design; Bloom's Taxonomy; Learning objective; Pre-, formative, and summative*	**How We Teach: Planning & Assessment** ● Backwards-planning ● Assessment ● Discussion facilitation model	Read (choose ONE): ● Read: "What reality TV taught me about everyday assessment" ● Read: "Possible futures for equitable educational assessment" Read (choose ONE):

Week/Class Date	Topic(s)	Readings/Assignments Due
assessments; Scaffold; High-leverage practices		1. "[Lights, Camera, Courage: Authentic Assessment and Multimodal Composition](#)" (English) 2. "[PBL in Social Studies Classrooms: Teaching High Quality and Engaging Projects](#)" (Social Studies) 3. "[The Science Symposium](#)" (Science) 4. "[Formative Assessment at Work in the Classroom](#)" (Math)
Week #6 - September 27 **Asynchronous**	Project guidance will be provided	**Assignment due:** Clinical Experience Project plan due (Friday, September 29th)
Week #7 - October 4 **Asynchronous** *Key Terms: 504 Plan/Section 504; Accommodation; Americans with Disabilities Act (ADA); Collaborative teaching/team-teaching; English for Speakers of Other Languages (ESOL)/English Learners (ELs); Executive functioning skills; Individualized Education Program (IEP); Universal Design for Learning (UDL); Tracking*	**How We Teach: Frameworks for Inclusion** ● Social Model of Disability/Universal Design for Learning (UDL) ● Supporting students with disabilities, learning differences, and diverse language needs	CFG Meeting Watch: "[A History of Educating Children with Disabilities in America](#)" Review: "[Differentiation for ELLs in Mainstream Classes](#)" (p. 335-344) from *The ELL Teacher's Toolbox*. Read (choose ONE): ● "[Se hace camino al andar: Translanguaging Pedagogy for Justice](#)" (English) ● "[When Some Students are Undocumented, and Some are Not: Teaching Civics in Mixed- Citizenship Classrooms](#)" (Social Studies) ● "[UDL Solutions for Common Science Barriers](#)" (Science) ● "['UDL is the What, Design Thinking is the How:' Designing for Differentiation in Mathematics](#)" (Math) **Assignment due:** **CFG #2 reflection due Friday, Oct. 6th**
Week #8 - October 11 *Key Terms: Asset-based vs. deficit-based; Culturally-responsive pedagogy; Differentiation; Funds of*	**How We Teach: Frameworks for Equity** ● Culturally-responsive teaching ● Complete Mid-Term Disposition Self-Assessment	Watch: "[Bringing Cultural Context and Self-Identity into Education](#)" Review: "[Culturally-Responsive Teaching](#)" (p. 351-356) from *The ELL Teacher's Toolbox*

Week/Class Date	Topic(s)	Readings/Assignments Due
knowledge; Collaborative Learning Team (CLT)	● **CLT Lesson Plan #1 (in class)** **Discussion facilitation #1**	
Week #9 - October 18th *Key Terms: Social-Emotional Learning (SEL); Trauma-informed pedagogy*	**Who We Teach: Managing Student Behavior** ● Trauma-informed practices ● Social-emotional learning **Discussion facilitation #2**	Read: "Introduction & Defining Trauma-Informed Education" (Introduction & Ch. 1, p. xiii-20) from *Equity-centered Trauma-Informed Education*
Week #10 - October 25 **Asynchronous**	Project guidance will be provided - CTL lesson plan and project work session	CFG #3 Meeting
Week #11 - November 1 *Key Terms: Multi-Tiered Systems of Supports (MTSS); Family engagement; Restorative justice*	**Who We Teach: Ethical Discipline & Equitable Schools** ● Systematic practices ● Racialized school discipline practices **Discussion facilitation #3**	Read: "Defining Equity" (Ch. 2, p. 21-43) from *Equity-centered Trauma-Informed Education* Read: "Loud, proud, and love a crowd:" African American girls and school discipline practices"
Week #12 - November 8th	Project guidance will be provided - CTL lesson plan and projects	**Assignment due:** CTL lesson plan
Week #13 - November 15th	**Who We Teach: Motivation & Mental Health** ● Strategies for engagement and motivation **Discussion facilitation #4**	Listen (choose TWO): "Adolescent Development and Motivation" *Bridge to Learning,* Stanford: ● Beginning-18:00: Misconceptions about student motivation (Deborah Stipek) ● 18:00-29:00: Common obstacles to engagement and how educators can overcome (Denise Pope) ● 29:00-41:00: Motivational interviewing (Christy Matta) ● 41:00-01:02:00: Teaching strategies to support motivation (Lisa Medoff)

Week/Class Date	Topic(s)	Readings/Assignments Due
		● 01:02:00-end: Youth purpose development (Heather Malin) [available for download here] **Assignment due:** Philosophy of Teaching due (by Friday, November 17)
Thanksgiving Break November 22-26		
Week #14 - November 29 **Asynchronous**	**Reflecting on the Foundations of Education** ● Revisiting course concepts ● Share Philosophy of Teaching projects ● Clinical Experience Project Presentation prep.	**Work on your final clinical experience project**
Week #15 - December 6	**Clinical Experience Project Presentations** ● Present Clinical Experience Projects ● Course evaluations	**Assignment due:** Clinical Experience Project, Reflection, & Documentation Form due (Friday, December 8)
All assignments due by December 8		

College of Education and Human Development Policies and Information

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

Licensure Requirements
See https://education.gmu.edu/teacher-track/licensure-requirements

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

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

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

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

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

Campus Resources

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

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

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

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

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .