George Mason University
College of Education and Human Development
Secondary Education

SEED 567 (Section 001) – Teaching Social Studies
in Secondary Schools 3 Credits, Spring 2024
Fairfax Campus – Aquia Building, Room 219
Tuesdays 4:30-7:10 PM

Faculty
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Course Details

Prerequisites/Corequisites
None

University Catalog Course Description
Provides teacher candidates with an introduction to methods, frameworks, and practices of teaching social studies in secondary schools. Notes: Requires 15 hours of school-based field experience. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 567.

Course Overview
This course provides pre-service teacher candidates with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom.

Required Textbook: In place of a textbook, students are asked to join the National Council of Social Studies (NCSS). When creating your profile, make sure to identify yourself as a student/beginning teacher to receive the discounted membership rate of $56.00. We will use their electronic textbook: "Using Inquiry to Prepare Students for College, Career, and Civic Life: Secondary Grades."

Link to text: https://www.socialstudies.org/tps/ebook-secondary-inquiry

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 using a seminar format in-person with some course sessions occurring via synchronous and asynchronous context as indicated in the course schedule of class sessions.
- **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.

Attendance Policy
- 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, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6.
- 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. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1
- In addition, you are expected to be on time to class each week unless 48 hours advance notice has been provided to the instructor.

Use of Generative-Artificial Intelligence (AI) Tools
- Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.
- When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

Learner Outcomes and Professional Standards

This course is designed to enable students to do the following aligned with professional standards

from the National Council for the Social Studies:

1. Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage historical inquiry and civic- and international-mindedness: COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I
2. Use evidence-based principles including, elements of Understanding by Design and the C3 Framework to develop a lesson plan that includes a broad range of instructional strategies focused on InTASC Standards and NCSS Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, II, IV, VII
3. Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCHBASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII
4. Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III
5. Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI
6. Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIALJUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

Course Requirements

Online resource: National council for the Social Studies (NCSS). (2018). College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Retrieved from National Council for the Social Studies: https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf (free)

Course articles: Posted on Blackboard in Course Content folder

Course Performance Evaluation: Students are expected to submit all assignments on time via Blackboard unless otherwise instructed.

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- 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

- 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 567 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.
- Late Work**: Late work will not be accepted without prior approval from the instructor.**
- 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 for such a meeting 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.

- <u>Netiquette:</u> The course website 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.
- <u>Accommodations:</u> 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 image 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)	

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 Performance Evaluation

Student Work
- All submitted work must be typed unless otherwise indicated.
- Students enrolled in this course are expected to submit all assignments on time via Blackboard unless otherwise instructed.

Major Course Assignments

Assignment	Points
1. Weekly Curriculum Artifact	20
2. Active Participation & Protocol Adherence	10
3. Micro-Teaching Demonstrations	30
4. Clinical Experience Reflection	20
5. Summative Lesson Plan	20
Total Points	**100**

SEED Grading Scales
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%
	Below C is not a passing course grade for licensure

IN: Incomplete
AB: Absent with permission

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

Course Assignments

Assignment 1:
Weekly Curriculum Artifact

Due: Weekly

Points: 20

Rationale: Each week, this course will examine a different topic or concept related to secondary social studies instruction. Teacher candidates will be asked to submit a weekly curriculum artifact that demonstrates their understanding of that particular topic or concept. Curriculum artifacts will be used by the instructor to evaluate the efficacy of instruction as well as teacher candidate learning.

Procedure: Teacher candidates will be asked to submit a curriculum artifact each week. Curriculum artifacts will typically be due on Friday (11:59pm) of each course week.

Assignment 2:
Active Participation and Protocol Adherence

Due: Weekly

Points: 10

Rationale: Continuous attendance, active participation in class activities and completion of weekly curriculum artifacts, as well as 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: Attendance is a prerequisite for class participation, **absences will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussion and activities without extraneous distractions (i.e., texting, reading email, etc.). This applies to in person and online classes. Active participation and protocol adherence is determined by the rubric below:

	Acceptable	Unacceptable
Active Participation	-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

Assignment 3:
Micro-Teaching Demonstrations

Due Dates:
- Micro-Teaching Round 1: (TBD)
- Micro-Teaching Round 2: (TBD)

Points: 30

Rationale: This course is designed to provide social studies teacher candidates with theoretical knowledge of teaching as well as realistic opportunities to refine their practice. As a result, each student will be asked to conduct two "Micro-Teaching Demonstrations" over the course of the semester. For each Micro-Teaching Demonstration, teacher candidates will be asked to plan and conduct an instructional lesson in the content area of their choice while critically analyzing and reflecting upon their lesson planning process.

Procedure:
For each of the Micro-Teaching Demonstrations, teacher candidates will need to submit a total of three forms:
- *The Forethought Form* must be submitted to your instructor one week prior to your Micro-Teaching Demonstration.
- *The SEED Lesson Plan Template & Performance Form* must be submitted to your instructor no later than the date of the Micro-Teaching Demonstration
- *The Reflection Form* must be submitted to Blackboard prior to the next class period.

Teaching Demonstration Dates:

Teaching Demonstration	Forethought Form Due Date (Week before Micro-Teaching Demonstration)	Teaching Demonstration & Performance Form Due Date (Date of Micro-Teaching Demonstration)	Reflection Form Due Date (Week after Micro-Teaching Demonstration)
Round 1			
Round 2			

Due: Thursday, May 2nd, 2024

Points: 20

Rationale: During this "Methods I" course, Teacher Candidates will spend a **minimum of 15 hours** observing their assigned Mentor Teachers in the middle and high schools they have been cleared to visit. The Mentor Teachers, their classrooms, and the schools in which they are located are all referred to as the Teacher Candidate's "placement" and the experiences that occur in this placement is referred to as the Teacher Candidate's "clinical experience." The purpose of the clinical experience is to provide Teacher Candidates with the opportunity to (1) connect their learning as a new teacher to classroom/school practices, (2) study and begin to develop pedagogical practices in different classroom/school communities, and (3) promote critical self-reflection about teaching in secondary schools.

Procedure: For this "Methods I" course, the Teacher Candidate spends part of their time in a middle school and part of their time in a high school. Because the minimum number of hours required is 15, Teacher Candidates typically spend 6 –8 hours with their middle school placement and 6 – 8 hours with their high school placement. Documenting more than 15 hours is allowed, although a significant amount more may require prior permission. Teacher Candidates are matched with a middle school Mentor Teacher and a high school Mentor Teacher. Teacher Candidates may have multiple Mentor Teachers in a specific school such as two Mentor Teachers in their middle school placement. Teacher Candidates are asked to submit their completed **Clinical Experience Hours Log** for evaluation.

Teacher Candidates will complete a **Formal Observation Notes Form** for each visit they make to their placement. The Formal Observation Notes Form will allow Teacher Candidates to document, explain, and consider the strengths, successes, challenges, and problems they observed during their time spent in their placements. Teacher Candidates will also be asked to write a **Reflection Paper** that explores their main takeaways from the experience and identifies the ways in which this experience has informed/influenced their current/future instruction. Teacher Candidates may be asked to complete additional documentation during their Clinical Experience as indicated by their Mason SEED course instructors.

Additional information and resources are available on the course Blackboard site.

Due: Thursday, May 2nd, 2024

Points: 20

Rationale: This assignment is the summative assessment for this course and asks teacher candidates to design a 90-minute lesson plan using the official SEED lesson plan template. To that end, teacher candidates will design and write a formal lesson plan that includes a curriculum rationale, is grounded in the research base of social studies education, and includes an assessment task (with rubric). <u>This lesson plan should be detailed/comprehensive enough to be implemented by a substitute teacher without any prior knowledge of the lesson.</u>

Procedure: Teacher candidates will create, and receive feedback on, multiple lesson plans during the semester. Teacher candidates are welcome to submit one of their revised lesson plans or design a new lesson plan for this assignment. Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing. The lesson must adhere to the lesson plan format we will review in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. This assignment is a required common assessment for all students enrolled in the SEED program, and, as a performance- based assessment (PBA), it must be submitted to Tk20 online along with Blackboard

Additional information and resources are available on the course Blackboard site.

Course Schedule

- This schedule is subject to change. If any changes are made, students will be notified.
- Please see the lesson folder for each week in Blackboard prior to class to access reading and multimedia material. All materials are expected to be reviewed prior to class.

Unit 1: Planning for Instruction			
Class Date & (Location)	Class Topic	Reading & Multimedia (Prior to class)	Homework (Due by Friday)
Class 1 1/16 (Aquia, 219)	Introductions & Course Overview	Not Applicable	Curriculum Artifact 1
Class 2 1/23 (Aquia, 219)	Instructional Content	Review material posted to Week 2 Folder on Blackboard	Curriculum Artifact 2
Class 3 1/30 (Aquia, 219)	Lesson Planning: Part I	Review material posted to Week 3 Folder on Blackboard	Curriculum Artifact 3
Class 4 2/6 (Aquia, 219)	Lesson Planning: Part II	Review material posted to Week 4 Folder on Blackboard	Curriculum Artifact 4

	Unit 2: Instruction and Assessment		
Class Date & (Location)	**Class Topic**	**Reading & Multimedia (Prior to class)**	**Homework (Due by Friday)**
Class 5 **2/13** (Aquia, 219)	**Types of Instruction** (Micro-Teaching Round 1)	Review material posted to Week 5 Folder on Blackboard	**Curriculum Artifact 5**
Class 6 **2/20** (Aquia, 219)	**Integrating Technology into the Classroom** With Nathan Sleeter, Ph.D. (Micro-Teaching Round 1)	Review material posted to Week 6 Folder on Blackboard	**Curriculum Artifact 6**
Class 7 **2/27** (Aquia, 219)	**Teaching Economics!** With Patrick DeRosa (Micro-Teaching Round 1)	Review material posted to Week 7 Folder on Blackboard	**Curriculum Artifact 7**
Spring Recess **Monday, March 4th – Sunday, March 10th** **Enjoy Your Break!**			
Class 8 **3/12** (Aquia, 219)	**Assessment** (Micro-Teaching Round 1)	Review material posted to Week 8 Folder on Blackboard	**Curriculum Artifact 8**
Class 9 **3/19** (Synchronous, Online)	**Inquiry Based Instruction: Teaching & Learning** (Micro-Teaching Round 1)	Review material posted to Week 9 Folder on Blackboard	**Curriculum Artifact 9**

Unit 3: Factors that Influence Instruction			
Class date & (Location)	Class Topic	**Reading & Multimedia** (Prior to class)	**Homework** (Due by Friday)
Class 10 3/26 (Aquia, 219)	**Classroom Management** (Micro-Teaching Round 2)	Review material posted to Week 10 Folder on Blackboard	**Curriculum Artifact 10**
Class 11 4/2 (Asynchronous, Online)	**TBA**	TBA	Work on Clinical Experience Project Work on Summative Lesson Plan
Class 12 4/9 (Aquia, 219)	**Differentiation** (Micro-Teaching Round 2)	Review material posted to Week 11 Folder on Blackboard	Work on Clinical Experience Project Work on Summative Lesson Plan
Class 13 4/16 (Aquia, 219)	**Navigating Sensitive, and Difficult Topics in the Social Studies Classroom** (Micro-Teaching Round 2)	Review material posted to Week 12 Folder on Blackboard	Work on Clinical Experience Project Work on Summative Lesson Plan
Class 14 4/23 (Aquia, 219)	**Clinical Experience Discussion and Reflection** (Micro-Teaching Round 2)	Read chapter 10 in the online Methods Text (NCSS)	Work on Clinical Experience Project Work on Summative Lesson Plan
Class 15 4/30 (Asynchronous, Online)	**Independent Work Session**	Students will use this week to complete their Clinical Experience Projects & their Summative Lesson Plans	**Clinical Experience Project Due May 2nd (11:59pm)** **Summative Lesson Plan Due May 2nd (11:59pm)**

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

Important Information on VDOE Modules Required for Teaching Licensure

Behavior Intervention and Support Training
- The Virginia Department of Education's Office of Dispute Resolution and Administrative Services presents series of modules to inform Virginia school personnel on the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia. Successful completion of these modules and the cumulative quiz will result in a certificate that documents completion of the behavior intervention and support training requirements for initial licensure in Virginia.
- To complete these modules, see https://cieesodu.org/initiatives/restraint-and-seclusion/

Dyslexia Awareness Training
- Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. To meet the requirements, VDOE has developed a free online Dyslexia Awareness Training Module. This module is accessible from PCs and Mac computers and some other types of mobile devices. Users should complete the module in one session and have access to a printer. Individuals completing the module should print a copy of the certificate of completion for verification.
- To complete these modules, see https://www.doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml

Child Abuse and Neglect Recognizing, Reporting, and Responding Training
- All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists.
- To complete these modules, see https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html

CPR/AED/First Aid Training
- To meet the state of Virginia requirement for certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators (based on the current national evidence-based guidelines for CPR and AED), all students enrolled in "initial licensure" state-approved educator preparation programs—or applying for initial licensure—will need to present evidence of completing First Aid, AED, and hands-on CPR training. Hybrid training courses (online and in-person CPR skills training) will be accepted.
- For more information, see https://education.gmu.edu/teacher-track-office/emergency-first-aid

Important Information on VDOE Testing Requirements for Teaching Licensure

VCLA Virginia Communication and Literacy Assessment (VCLA)
- The Virginia Department of Education has contracted with the Evaluation Systems group of Pearson to create and administer the Virginia Communication and Literacy Assessment® (VCLA™), which measures the communication and literacy skills necessary for Virginia educators. Minimum composite score of 470 must be achieved to meet the VCLA requirement
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information about taking the VCLA, see https://www.va.nesinc.com/Home.aspx

PRAXIS Subject Assessment (formerly Praxis II)
- Praxis Subject Assessments tests must be passed prior to internship application submission for most initial licensure programs. Praxis workshops are available at Mason.
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information, see https://education.gmu.edu/teacher-track/test-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.

Resources
- Support for submission of assignments to Via should be directed to viahelp@gmu.edu
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledgebase/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
- For free, one-on-one academic coaching, tutoring, and support for testing (e.g., VCLA, PRAXIS), contact GMU Learning Services at https://learningservices.gmu.edu/

Emotional Support Line:
George Mason University is sponsoring a program to provide immediate emotional and mental health support to university staff, faculty, contractors, and students. Students can call Mason's Center for Psychological Services (GMUCPS) Emotional Support Line seven days/week from 8:30am – 8:30pm. Callers can expect support from trained facilitators in evidence-informed approaches to address acute stress and screening for problems that require more intense treatment. *The call line is free, anonymous, and confidential.*

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 703-9932380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-9938730 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/