GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INITIATIVES IN EDUCATIONAL TRANSFORMATION
MASTERS IN NEW PROFESSIONAL STUDIES – TEACHING
IET CLASS OF 2011 (Arlington)

MNPE 700 6E2 CRN 76764 (3 credits)
NEW PROFESSIONALISM: THEORY AND PRACTICE
Summer & Fall 2009 (3 credits)

Professors:
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COURSE DESCRIPTION

A. Prerequisite: Admission to the Master’s in New Professional Studies program.

B. Catalog Description: Experientially explores personal philosophical and pedagogical assumptions, including ethical relationship between educators and children, ethical accountability and responsibility, ethos of institutions, professionals’ role in sustaining ethical standards, and how these challenges guide our lives as citizens in a democracy.

Freire (1970), Schön (1983), Brookfield (1995), Wink (2005) and others emphasize the value of teachers engaging in critical reflection as a pathway to transforming their classrooms into democratic and empowering learning spaces. As teachers develop the skills of critical reflection and as they discover the power of their own voices, they are able to re-envision their roles as critical educators who empower their students.

Over the course of the two-year IET program, you will experientially explore your own philosophical and pedagogical assumptions, examining a broad range of issues. These issues include the ethical relationship between educators and children, ethical accountability and responsibility, and the professional’s role in sustaining ethical standards. To understand the source and impact of your own world views and ideologies is essential for teachers who
encounter children and families from increasingly diverse backgrounds and who prepare children to be citizens in a complex multicultural democratic society of the 21st century.

While we regard teacher self-reflection as an essential component of the two-year IET program, in this course we want you to focus on yourself as a person, apart from who you are as a professional. During the semester, and particularly on the October 14 class day, you will engage in part of the life-long process of making sense of your own perspectives, this time with a critical lens. We will ask you to push your imaginative thinking and creative risk-taking, which are also indispensable practices for innovative teachers.

NATURE OF COURSE DELIVERY

This course includes a variety of learning activities: discussions in seminar format, text- and art-based/multi-media presentation of course materials, experiential learning activities including teacher action research, interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

LEARNER OUTCOMES

- To support teachers in becoming new professionals,
- To frame research inquiries around moral purposes and on moral truths, and
- To help teachers develop a critical perspective on issues related to teaching and learning.

PROFESSIONAL STANDARDS

IET faculty have developed a set of assumptions about teaching and learning that are spelled out in our Beliefs and Principles in IET Practice document. One of the central assumptions relates to the importance of school-based inquiry. The Beliefs are stated as follows:

- The needs of students and the potential and limits for school change become more visible when teachers study education in the context in which they work.
- When school is a naturalistic base for teacher’s inquiry and research, problems in teaching or curriculum are not idealized, but grounded in the complexity and difficulty in which teachers present themselves in schools.
- Teachers appear more enterprising and autonomous in the conduct of school-based inquiry, providing an opportunity for students to see teachers, and to see themselves, as people who construct knowledge and critique knowledge.
- When teachers’ inquiry and research projects are based in their own practices, they are more likely to lead to action.

This course fits the mission of the Graduate School of Education, which is committed to:
• Developing reflective professionals who are leaders in research and practice,
• Expanding and refining the knowledge base for teaching and learning,
• Transforming higher education, schools, and other organizations through applied
  research, teaching, and collaboration, and
• Understanding and modeling democratic values and social justice.

By helping teachers to do research based in their own classrooms and schools, this course also
supports the National Board for Professional Teaching Standards propositions 1, 4, and 5:

• Teachers are committed to students and their learning,
• Teachers think systematically about their practice and learn from experience, and
• Teachers are members of learning communities.

REQUIRED TEXTS

for Classroom Teachers, 3rd edition.


The standards for your jurisdiction for your subject/grade.

Note: Additional readings will be distributed throughout the semester.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

Readings are carefully chosen to stimulate thinking and dialogue. Some are chosen to challenge
your thinking about particular issues. Others are chosen to dialogue with those challenges. Our
hope and intention is that you will engage in dialogue around these readings and others you may
want to bring to our deliberations. These readings will not contain answers; rather they are
designed to raise questions. Any “answers” we come to will arise out of our deliberations as we
compare ideas in books with classroom experience and practical wisdom. Evidence of
incorporation of critical interaction with readings into on-line discussions, team meetings,
journals, and papers is the essential element of documenting that one has engaged with the
readings.

Attendance and Participation in Class Activities are essential. This program is built on the
assumption that teachers have much to learn from each other as they bring their experience and
practical wisdom to bear on new learning contexts and new problems. Each class day is
equivalent to approximately three weeks of class in a traditional program. It is important to be
on time and to be engaged. Coming late or leaving early undermines the possibility of learning from your peers and helping your peers learn. Research on learning suggests that students learn best when they are actively engaged with the material to be learned, when they have opportunities to operate collectively and collaboratively, when faculty address students’ various learning styles and multiple intelligences, and when faculty help students see why their subjects and assignments are relevant and important. We plan class days to maximize the likelihood that you will encounter ideas in a variety of ways. We also build a lot of collaborative activity into our class days. When you are absent or not engaged, you deprive yourself and others of the chance to construct knowledge together. (See the Attendance Policy in the Program Overview section of the IET Notebook.)

**Class Day Reflective Feedback** offers you an opportunity to revisit and reflect on your experience of each class day. It also gives the faculty valuable information about how you experience the curriculum and where you are in your thinking.

**Teaming** provides the context for intellectual community, critical dialogue, social support, and professional transformation. Meeting weekly as a team is necessary for achieving the aims of the program and is a requirement of the program. Within the team, you have the opportunity to explore your own thinking, to probe the thinking of others, and to construct positions on crucial aspects of teaching and learning. We recruit teachers in teams from schools to combat the isolation and alienation of many schools. We hope that teams will become the nucleus of a learning community within your schools and will provide social and intellectual support for the personal and professional transformation the program seeks to foster. Team meetings should be used to discuss all aspects of the research process and progress. These regular team meetings allow teams to develop a supportive collaborative research space to engage in critical dialogue over research and teaching issues, readings, and assignments. We ask teams to maintain a team log that will document participation in this aspect of reflective practice.

**Reflective Journals** are a requirement of the IET program and are designed to help you think about your experience as a moral professional. Continue to maintain a journal throughout the year. You are to write in your journals at least twice a week. When your school is in session, one of the entries each week should be field notes from your classroom or school. For the other entry, sometimes we may assign a specific topic but usually you will choose your reflection topic. You must write at least one journal entry reflecting on each required reading (except those assigned to be read during class days), reflecting on the reading’s impact on your thinking/learning and teaching. You should also use your journal to reflect on your research: in addition to reflecting on observations of your students and on your practice, you should use the journal to record questions, puzzlements, ideas, and insights. Later, reflect on patterns you are seeing in your data, how what you are finding relates to the work of others, and how your question and/or data collection strategies are changing as your research progresses. Make it a habit to come to team meetings prepared to read selected journal entries with your teammates, particularly about the readings and research process. Twice a year, you will be asked to turn in your journals with selected entries copied to be handed in to your advisor. These entries will demonstrate your attempt to reflect deeply about a variety of issues and your own professional practice.
Assignment- Self-study art piece

Using journal entries, autobiographical memories, thoughts from class, the social group membership profile, and critical incidents inventory, create a 2- or 3-dimensional visual art representation constructed with any medium. Pay attention to the elements of visual arts: line, color, shape, form, space, texture, value. Also think about the principles of design: focus, balance, symmetry, harmony, contrast, direction, repetition, and movement (see Cornett chapter 6, p. 164, for elements and principles of visual arts).

You may use words, but they must be incorporated into the visual design. You may choose one element and one principle to guide your work. Think of the work as an exploration of line and repetition. Or use a combination of elements and one principle; or one element and a combination of principles. In other words, decide how you will approach your representation artistically.

Connect your art piece, in some way, to the Language and Culture IETT 750 assignment (the student’s point of view presented in the monologue/dialogue). The connection can be complete or incomplete, visual and/or verbal.

On a card that accompanies the art piece, write a title representative of your reflections, your name, the medium, and the arts elements and principles. You will display your art piece at the December 5 class day.

Assignment - Self-reflection using Transformative Assessment rubric

This semester, you will use five categories (imagination/creativity, multiple perspectives, collaboration, content depth, and communications) of the seven overall categories to assess your work and development. Most of the assessment will be self-assessment.

During the semester keep notes in your journal about the changes in your thinking and practice as they pertain to these categories. Of course, you may take notes about anything that occurs to you, but these are the categories you will use to assess your overall development and any projects and assignments. Include a self-assessment with each of your projects and on the December 5 class day, you will fill out a form assessing your overall work, experience, effort and development for the semester. Please also refer to the Transformative Assessment rubric in your coursebook to consider your development in these areas. Questions you may ponder as you focus on imagination, creativity, multiple perspectives, collaboration, content depth, and communications:

1. How have these concepts and skills informed and changed your thinking about the theory and practice of teaching and your goals as a teacher?
2. How have these concepts and skills informed and changed your thoughts and feelings about yourself as an artist, intellectual, citizen?
3. How have these concepts and skills informed and changed your perspectives on culture, diversity, equity, self reflection, arts integration, urban education, constructivism, contextual teaching and learning, etc?

4. How did these concepts and skills inform and affect the process and product of your assignments.

**Summary of Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation (4 class days)</td>
<td>20</td>
</tr>
<tr>
<td>Blackboard class day feedback (4 class days)</td>
<td>10</td>
</tr>
<tr>
<td>Journals – Summer/Fall</td>
<td>10</td>
</tr>
<tr>
<td>Self-study art piece</td>
<td>30</td>
</tr>
<tr>
<td>Self-reflection with Transformative Assessment</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grade Distribution**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B</td>
</tr>
<tr>
<td>80-84</td>
<td>B-</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
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<tr>
<td>74 and below</td>
<td>F</td>
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**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:** All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu/facultystaffres/profdisp.htm](http://gse.gmu.edu/facultystaffres/profdisp.htm) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#Anchor12](http://www.gmu.edu/catalog/apolicies/#Anchor12) for the full honor code.


If you are a student with a disability and you need academic accommodations, please see your adviser and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.
<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>Imagination and Creativity</strong></td>
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</tr>
<tr>
<td>• Welcome possibilities through</td>
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<tr>
<td>continuous, creative problem-</td>
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<tr>
<td>solving.</td>
<td></td>
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<tr>
<td>• Persevere in spite of material,</td>
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<tr>
<td>structural intellectual, social, and/or emotional hurdles.</td>
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<td><strong>Multiple Perspectives</strong></td>
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<tr>
<td>• Thoughtfully analyze and evaluate alternative points of view</td>
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<td>• Have an understanding of own perspective and the personal and social elements that have shaped that perspective</td>
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<tr>
<td>• Make a clear distinction between assumption and fact</td>
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<tr>
<td>• Demonstrate a respect for difference vis-à-vis other individuals and groups</td>
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<tr>
<td><strong>Theorizing/Praxis</strong></td>
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<tr>
<td>• Show evidence of new theoretical insights based on a synthesis of theories, data, and experience, and putting what you learned into practice to test your theories.</td>
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<tr>
<td><strong>Content Depth</strong></td>
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<tr>
<td>• Demonstrate strong evidence of understanding the controversies and trends related to an issue, idea, discipline, or theory.</td>
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<tr>
<td><strong>Critical Consciousness</strong></td>
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<td>---------------------------</td>
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| • Question hidden and marginalizing power structures in classroom, school, and society  
• Explore differences of privilege and social power as it relates to children and families, their social groups, communities, institutions, and society to ascertain the impact of difference on learning. |  |

<table>
<thead>
<tr>
<th><strong>Collaboration</strong></th>
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| • Demonstrate a critical mind and a caring, empathetic heart in working with others  
• Demonstrate proficiency in your group to find a common vision and complete a shared task. |  |

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<tr>
<th><strong>Communication Skills</strong></th>
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<tr>
<td>• Effective use of communication and presentation techniques that facilitate each of the above ideas and practices.</td>
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| Other notes and observations |  |