

**George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Teacher Education Program**

EDUC 522, Foundations of Secondary Education (Summer 2010)

Key Information

Instructor: Kristien Zenkov, PhD, Associate Professor/Literacy Program Coordinator
Office/hours: Robinson Hall A341, Fairfax campus; hours by appointment
Phone/email: 703.993.5413 (office)/216.470.2384 (mobile)/email: kzenkov@gmu.edu
Mail: George Mason, College of Education and Human Development, MSN 4B3, Fairfax, VA 22030

Class Meetings

Tues/Thurs, 4:30-7:10; Jun 8th-Jul 27th

Please note that due to the nature of this course, our class will not meet as a whole group for every scheduled class session. Individual and small group meetings, independent work times, and/or discussion online may be required.

Course Description

Education 522 offers an analysis of the philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasis is on applications to all disciplines taught in secondary schools and to all learning styles. Current educational trends/issues are examined in relation to the sociology of secondary school settings.

Relationship to Program Goals and Professional Organizations

EDUC 522 emphasizes the following standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC):

2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Through position papers, sample lessons representing six teaching styles, and de-briefing activities, the course secondarily emphasizes the following INTASC standards.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
7. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

Student Outcomes

Upon completing this course, students will:

- understand the varied, competing, and changing purposes of American public education,
- 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;

- understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability;
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools;
- analyze teaching behaviors and categorize them according to their relationships to major educational philosophies;
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles;
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences;
- state their own philosophical positions in regard to the following questions:
 - What is the nature of the learner?
 - What is the nature of one subject matter area you wish to teach?
 - What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
 - What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
 - What approaches to classroom management do you prefer?

Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we'll experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators—even those of us who are only "testing" out this role—to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role. Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I'll be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your learning and your use of visual tools in your learning and teaching.

We will repeatedly inquire about the types and features of literacies and texts schools use. Every interaction, assignment, textbook, tradebook, extracurricular activity, classroom arrangement, and building structure is a sort of "text" used in some "literacy"; in order to determine what are the best and most just teaching methods, we must first look critically at the "texts" that students and teachers currently encounter and the "literacies" they presently use. We will study the nature of these skills with a focus on their diversity across students and subject matter. With all students you teach, you should consider how your lessons allow them to connect their existing literacies with the skills and content with which you know they must become proficient. That is, how can you use their *personal* and *community* literacies to engage them in a sanctioned *school* literacy? Only if we attempt to live these learning processes in this course will you be able to use them eventually in your own teaching practices. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, a teacher, and an advocate.

Finally, I'll ask you to think of the teaching strategies we use in class and that you plan for in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

- 1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
- 3) "Ways Through": What are students' "ways through" this text or activity? That is, what strategies and tools are you giving students to make sense of and understand the sources you're using with this assignment? How will students translate the material into their own terms?

Our Class Routine

In general, we will engage in three activities during our time together:

- 1) Mini-lectures, activities, and discussions related to learning led by me and students and supported by our readings from our course texts and selected other materials
- 2) Discussions of the day's readings and modeling of teaching strategies led by course colleagues
- 3) Small group and/or individual meetings in which we engage around each others' efforts to learn and teach about students' development

Statements of Expectations

The College of Education and Human Development expect that all students abide by the following:

- Students must activate their GMU email accounts to receive important University information, including messages related to this class.
- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474 and www.gmu.edu/student/drc. All academic accommodations must be arranged through the ODS.
- The University Catalog (<http://catalog.gmu.edu>) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code and maintain "academic integrity." See <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12> for the full honor code. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), ask for clarification.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.
- Other useful campus resources:
 - Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
 - University Libraries: "Ask a Librarian"; <http://library.gmu.edu/mudge/IM/IMRef.html>
 - Counseling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu>

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://www.gmu.edu/service/cert>.

Required/Recommended Texts

- Anderson, L.H. (1999). *Speak*. New York: Penguin Books.
- Reese, W.J. (2005). *America's public schools: From the common school to "No Child Left Behind"*. Baltimore, MD: Johns Hopkins University Press. ISBN: 978-0801881961
- Rethinking Schools. *Rethinking school reform*. ISBN: 0-942961-29-3
- Zenkov, K. (Summer, 2009). The teachers and schools they deserve: *Seeing* the pedagogies, practices, and programs urban students want. *Theory Into Practice*, 48(3), 168-175 (provided on Blackboard).
- Instructional Design Knowledge Base (IDKB):
http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm
- 2008 Digest of Educational Statistics, Chapter 2: <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009020>
- Young adult novel/short stories of your choice: You will select, read, and share in class a young adult novel or set or short stories that illustrates some aspect of what you now know about teaching, learning, and youth, or that could be used (some portion or in entirety) in your future teaching
- Additional readings will be available on-line (via Blackboard) and/or in class, by me and by students in the class

Materials

In addition to the books required for this course, you will need access to a digital camera, a computer (with web, email, and printing privileges), and a variety of art and craft materials. As well, I would make the following recommendations:

- 1) Join your subject area's professional association *now* (e.g., social studies teachers would join the National Council for the Social Studies): the resources to which you have access are generally incredible and the cost now is very reasonable
- 2) Purchase a subscription to *Rethinking Schools* magazine: this may be one of the best resources you will find that offers a broad and progressive perspective on schools and teaching (plus many teaching ideas)
- 3) Buy the two-volume set of *Rethinking Our Classrooms*: these books offer literally dozens of great teaching ideas, shared in very accessible vignettes from veteran teachers

Course Website

I anticipate that our course website will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, a class discussion page, any presentations provided in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Course Requirements

General

All assignments should be turned in on the due date indicated in the schedule below via both paper copy (in class) and email attachment (by midnight, whether or not you are in class that evening). All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, in my office by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Attendance, Participation, and Daily Assignments (45 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. You are expected to be in class (or at your fieldwork site) every day on time and remain for the duration of the class. Our time in class will be spent on discussions, strategy demonstrations, analysis of sample lessons, etc. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on material each day for class, complete assignments for each class day, and contribute as both a listener and speaker in all discussions. It is your

responsibility to come to class with insights, questions, comments, concerns, artifacts, and images from the readings and your field experiences. Absences and tardies—in both our campus class sessions and your fieldwork experiences—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class or fieldwork sessions will result in automatic failure of the course. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, one point will be deducted from your class participation points up to a total of 15 points. If you must be late to or miss a class or a scheduled fieldwork session, please contact me and/or your mentor teacher prior to class time; it's best to do so via my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. You will also have three “Daily Assignments” to complete during the first several sessions of our course; each of these will be worth 5 points and details of these will be provided in class. Please turn off all mobile phones, computers, and pagers when you enter class or your fieldwork setting.

Philosophy of Teaching (12 points)

In a maximum five double-spaced pages, describe and illustrate your personal beliefs about teaching, addressing a minimum of five guiding questions. You might address any of the following inquiries in your report:

- 1) What is the nature of the learner?
- 2) What is the nature of one subject matter area you wish to teach?
- 3) What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- 4) What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- 5) What approaches to classroom management do you prefer?
- 6) What learning theories do you most strongly identify with and why?
- 7) What are your objectives as a teacher?
- 8) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- 9) What should teachers do to accommodate diverse learners?
- 10) What teaching methods will you use to work toward your objectives?
- 11) How you intend to measure your effectiveness at reaching your objectives?
- 12) How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions above, you can add your own inquiries—just be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of five between those listed above and those you identify—must also be illustrated with examples from your fieldwork, including evidence from your work with particular students. Students must also reference the teaching philosophy of one “major thinker” in education, providing her/his responses to at least two of the questions addressed in this assignment, and a reference for this information.

“Critical Incidents Reflections and Images” (CIRIs) and Field Experience Report (15 points)

The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. During your 15-hour field experience, you are required to keep detailed field notes of relevant data collected. Your mentor teacher will also complete a log indicating dates, times, subject area, grade levels (see Appendix A). Each day you are in your fieldwork site, you will keep a journal of what you have observed, practices you appreciate, and questions you've considered. For three of your minimum five field experience days you will complete a “Critical Incidents Reflections and Images” (CIRI) (see Appendix B) and submit and be ready to discuss this in our class. As a part of each CIRI you must include a related artifact and image. At the end of your field experience, you will use your journal and these CIRI forms to prepare a “Field Experience Report.” In this paper (a maximum of five double-spaced pages), you will analyze your notes in order to discuss how curricula, instructional methods, and school culture influenced student success in the setting(s) you observed. This report must also include images, examples, and evidence from your field experience to illustrate the conclusions you draw.

Resumé and Interview (12 points)

Create/update your teacher resume and share this resume with a teacher in your subject area. This teacher could be the mentor with whom you work in your fieldwork setting. Obtain her/his resume to use as guideline for revising your own and to share with our class. Draft five questions you would ask during a job interview that would help you determine if you and the school to which you are applying are a good match. Ask these questions of this teacher, keep track of her/his answers, and gather additional questions this teacher suggests you might encounter in a teaching job interview.

Based on your interview, write a maximum three-page summary report of the interview and be ready to share your findings with our class—including the questions you've posed, your resume, and the resume of your interviewee. Your report must also include the name of the person interviewed, their position in a school, and the grade or grades with whom this individual works. Possible questions to ask during the interview include the following—feel free to add to this list:

- 1) Describe a lesson you've used to serve the needs of your students.
- 2) Describe other activities that you utilize in your classroom/school to serve students' needs.
- 3) What do you believe are the assets you would bring to our school?
- 4) How do you and/or your school colleagues support parents and families to promote students' engagement and achievement with your subject matter?
- 5) What do you consider a successful lesson?

Students must also speak with a principal or district-level administrator responsible for interviewing and/or hiring teachers, share their resumes with this individual, and obtain and summarize feedback on this person's feedback on the resume as well as other interviewing questions and tips.

Subject Area Issues/"Best Practices" Presentations (12 points)

In subject area groups, identify and present to the class a current curricular issue as well as a related "best practice" in your field. The approximately 45" presentation should include a description of the issue and relevant research findings, as well as incorporate a discussion of this issue using a designated discussion strategy. You will provide our class with an electronic copy of one research-related article to read for the day of your presentation. Then write a brief description of the related "best practice" and make copies for everyone in our class; you can draw this "best practice" from our readings, your fieldwork mentor's practices, or another resource. Finally, model this strategy with our class. Students must also suggest modifications and extensions of this strategy for use with a variety of secondary subjects and grade levels, student populations, and particular student needs/abilities. All students must provide copies of any handouts you would need to implement this strategy with students.

The Story of The Perfect Future School (10 points)

As a "teacher-leader"—a role that embodies the goals of the Mason licensure program—you will identify the characteristics of public secondary schools that successfully educate all students and consider youths' points of view on school. For this assignment, you will not write a description of the qualities of this perfect school; rather, you will create a picture book that you could share with your future students. In your story, you will work with at least one student in your fieldwork site to address the following questions—from both your own and this student's perspective:

- What is the purpose of school?
- What helps students to be successful in school?
- What gets in the way of students' success in school?
- How can all constituents of the school community—administrators, teachers, students, family members, etc.—get involved in supporting students' school engagement and achievement?

For this project you will be given a book kit to use—a full-color, minimum sixteen-page book that you will submit to Dr. Zenkov for publication (it's guaranteed!). In addition to learning about youths' perspectives on school, the goal is for you to be a published author by the end of the semester and to use all of your creativity to develop an intriguing, relevant storybook that matters to you and at least one young adult with whom you've worked. Please let your brains hurt as you consider what you might create for this project.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “D” level score = Student provides superficial responses to assignment requirements and/or does not address all requirements. Student followed only some format and component guidelines. Development of ideas is extremely vague, incomplete, or rudimentary. Almost no support for assertions is provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

A+ = 98-100%

A = 94-97%

A- = 93-90%

B+ = 89-88%

B = 87-84%

B- = 83-80%

C = 79-70%

F = Below 70%

Attendance, Participation, and Daily Assignments = 45 points

Philosophy of Teaching = 12 points

Critical Incidents Reflections/Images and Field Experience Report = 15 points

Resume and Interview = 12 points

Subject Area Issues and “Best Practices” Presentations = 12 points

The Story of the Perfect Future School = 10 points

Total = 106 points

Resources

George Mason University Library: <http://library.gmu.edu/>

What Kids Can Do: www.whatkidscando.org

Through Students’ Eyes: www.throughstudentseyes.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association (IRA): www.reading.org

National Reading Conference (NRC): www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

International Visual Sociology Association (IVSA): www.visualsociology.org

National Council for the Social Studies (NCSS): <http://www.socialstudies.org>

National Science Teachers Association (NSTA): <http://www.nsta.org>

National Council of Teachers of Mathematics (NCTM): <http://www.nctm.org>

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Tentative Schedule

Week/ Date	Topic/Detail	Assignment due	Reading
1/Tues Jun 8	<ul style="list-style-type: none"> • Introductions, syllabus, procedures, introduction to Blackboard, and fieldwork details 	• None	• None
1/Thurs Jun 10	<ul style="list-style-type: none"> • Listening to and learning from our students • <i>No class: Individual conferences will be scheduled</i> 	• None	• Zenkov/Harmon article
2/Tues Jun 15	<ul style="list-style-type: none"> • Stories of school—fact and fiction 	• None	• <i>Speak</i>
2/Thurs, Jun 17	<ul style="list-style-type: none"> • Objectivism and behaviorism 	• Daily Assignment #1	• IDKB section on objectivism/behaviorism
3/Tues Jun 22	<ul style="list-style-type: none"> • Cognitivism and pragmatism 	<ul style="list-style-type: none"> • Daily Assignment #2 • Subject Area Presentations 	• IDKB section on cognitivism/pragmatism
3/Thurs Jun 24	<ul style="list-style-type: none"> • Constructivism and interpretivism 	<ul style="list-style-type: none"> • Daily Assignment #3 • CIRI #1 	• IDKB section on constructivism/interpretivism
4/Tues Jun 29	<ul style="list-style-type: none"> • The origins of the Common School and postbellum US schools • Critical teaching, justice, and equity 	• Subject Area Presentations	<ul style="list-style-type: none"> • Reese: Introduction, Ch. 1-2 • Rethinking Schools: Intro, Part 1
4/Thurs Jul 1	<ul style="list-style-type: none"> • <i>No class</i> 	• None	• None
5/Tues Jul 6	<ul style="list-style-type: none"> • “New Education” and democracy • Bias, myths, curricula, and culturally responsive instruction 	• Philosophy of Teaching paper	<ul style="list-style-type: none"> • Reese: Ch. 3-5 • Rethinking Schools: Part 2
5/Thurs Jul 8	<ul style="list-style-type: none"> • The People’s College, standards, and expectations • Schools, policies, politics, segregation, neighborhoods, choices, profits... 	• CIRI #2/#3	<ul style="list-style-type: none"> • Reese: Ch. 6-7 • Rethinking Schools: Part 3
6/Tues Jul 13	<ul style="list-style-type: none"> • What do US schools and teachers look like? • Standards, testing, assessment, and diversity 	<ul style="list-style-type: none"> • Resume/Teacher Interview • Subject Area Presentations 	<ul style="list-style-type: none"> • Chapter 2, 2008 Digest • Rethinking Schools: Part 4
6/Thurs Jul 15	<ul style="list-style-type: none"> • High school traditions and fates • Recent school reforms, unions, and justice 	• CIRI #4/#5	<ul style="list-style-type: none"> • Reese: Ch. 8-9, Epilogue • Rethinking Schools: Part 5
7/Tues Jul 20	<ul style="list-style-type: none"> • Stories of school—fact and fiction, revisited 	• Subject Area Presentations	• Young adult novel/short stories of your choice
7/Thurs Jul 22	<ul style="list-style-type: none"> • What do we and our students think about school? • Course evaluation 	<ul style="list-style-type: none"> • Field Experience Report • Story of Perfect School 	• None
8/Tues Jul 27	<ul style="list-style-type: none"> • Final conferences 	• None	• None

**Appendix A
Field Experience Hours/Activities Log**

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log in her/his classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve interactions with individual students and small and large groups of students. Hours must begin by the 3rd week of the summer semester, and be spread across a minimum of 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Zenkov.

GMU Student: _____

Mentor Teacher/School: _____ Subject Area/Grades: _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU student signature: _____ Mentor teacher signature: _____ Date: _____

Appendix B
Critical Incidents Reflections and Image Form

Name _____

Date _____

<p style="text-align: center;"><u>Critical Incidents</u></p> <p>What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?</p>	
<p style="text-align: center;"><u>Burning Issues/Questions</u></p> <p>What issues or concerns can you identify from your recent work in schools?</p>	
<p style="text-align: center;"><u>“Best Practice” Tips</u></p> <p>What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?</p>	

Describe an image and an artifact (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):

Appendix C

Field Experience Guidelines

The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.

- 1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- 2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- 3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- 4) Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- 5) Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- 7) Talk with the cooperating teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- 8) Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- 9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our EDUC 522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D Field Experience Letter



College of Education and Human Development

4400 University Drive, Robinson A 341, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5413

8 June 2010

Dear educator:

My name is Kristien Zenkov, I'm an associate professor of literacy education at George Mason University, and I write as the instructor for EDUC 522, "Foundations of Secondary Education." This course is taken by future secondary (grades 6-12) teachers, and as a part of the course students are required to complete 15 hours of field experience in grades 6-12. Specifically, students are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDUC 522 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with teaching styles and secondary schools. For most of the Mason students in this course, this is one of their first education courses. Thus, they will likely have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- All of these 15 hours must involve direct interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I would hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, check papers or tests, etc.

Our hope is that this student will begin to work in your classroom by the third week of the Mason summer semester, or beginning the week of June 21st. Please note that field experiences must occur over a minimum of 5 visits to your classroom/school, with a maximum length of any one visit of 4 hours. These schedule requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,
Kristien Zenkov, PhD
Associate Professor/Coordinator, Literacy Education
George Mason University
703.993.5413, kzenkov@gmu.edu

Appendix E
Field Experience Approval



Date: _____

Mason Student: _____

Mentor Teacher: _____

School: _____

City, State, Zip Code: _____

Grade Level/Subject Area: _____

Mentor Teacher Phone: _____

Mentor Teacher Email: _____

I agree to support _____ (Mason Student Name) as she/he completes a minimum 15-hour field experience in my classroom.

I understand that this Mason student will work with me and my students over a minimum of five sessions (each lasting at most 4 hours), and that all of these hours must involve direct interaction with adolescents/young adults. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students.

I understand that the goal of the Mason student's fieldwork is to gain experience with the day-to-day-workings of a teacher and her/his students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

Mentor Teacher Signature

Date

Mason Student Signature

Date

Tentative Tutoring Schedule (Weeks/Days/Times)

