

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

***EDUC 522, Foundations of Secondary Education***

Instructor: Anthony Pellegrino, PhD, Assistant Professor

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Spring 2011 Class Meetings

**Mondays 4:30-7:10PM, January 24-May 9, 2011**

**Please note that due to the nature of this course, our class may not meet on campus for every scheduled session. Group meetings and/or discussion online will be required. Specifically, every third class session will involve an asynchronous assignment based on a group-led activity/discussion. The dates for those activities are as follows: *February 14, March 7, April 4, April 25***

Course Description

Foundations of Secondary Education (EDUC 522) offers undergraduate students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings.

**Relationship to Program Goals and Professional Organizations**

Through course assignments and formal and informal commentary, Foundations of Secondary Education emphasizes the basic premise and following standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC):

INTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

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.
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.

### **Student Outcomes**

Upon completing this course, students will

- Acknowledge and evaluate 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;
- recognize 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 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?

#### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

##### *Student Expectations*

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.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 Texts**

Halse Anderson, L. (2009). *Speak (Tenth Anniversary Edition)*. New York: Penguin Group  
ISBN: 978-0-14-242473-6

Lieberman, A. (Foreword) (2003). *The Jossey-Bass Reader on Teaching*. San Francisco, CA: Jossey-Bass/Wiley. ISBN: 0-7879-6240-6

Spring, J. (2010). *American Education* (14<sup>th</sup> ed). Boston, MA: McGraw Hill, ISBN: 978-0-07-337868-8

Additional readings will be available on-line (via Blackboard <http://mymason.gmu.edu>) and/or in class, by me and by students in the class. Please become familiar with the Blackboard platform if you have not done so already.

## **Course Requirements**

### ***General***

All assignments should be turned in on the due date indicated in the schedule below. All papers must adhere to APA 6<sup>th</sup> edition formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. 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.

***Note: I reserve the right to add, alter, or omit any assignment as necessary during the course.***

### ***Reading Reflection Papers (25 points each/50 points total)***

You will be required to complete **three** two-three page (double-spaced) papers focused on synthesis of chapter readings in your *Jossey-Bass Reader on Teaching text, Speak* or other media. Each paper will include a combination of personal reflections on a prompt, comments and insights provided by the source and relevant outside sources which enhance the comments and assertions made in your paper. Each paper will be assessed on a combination of the aforementioned components as well as overall writing quality, which includes adherence to APA 6<sup>th</sup> edition for formatting.

Reflection paper one: Review of chapters 9, 15 & 18 in *Teaching* text and Lalee's Kin video: Seeking equality/equity

Reflection paper two: Review of chapters 1-3 in *Teaching* text and *Speak* book: The teaching profession

Reflection paper three: Review of chapters 13, 14, 16 and 17 in *Teaching* text: Exemplary teaching, what does it look like and why is it so difficult to achieve?

### ***Philosophy of Teaching (50 points)***

In four-five double-spaced pages, describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class. Address a minimum of five guiding questions found below. In addition, examine the standards of an effective teacher from INTASC (found on page one of your syllabus) as well as standards of learning for your content area (both state and national) to help guide you in the development of your teaching philosophy.

National Content Organizations Websites

**Mathematics: National Council for Teachers of Mathematics ([www.nctm.org](http://www.nctm.org))**

**Science: National Science Teachers Association ([www.nsta.org](http://www.nsta.org))**

**English: National Council for Teachers of English ([www.ncte.org](http://www.ncte.org))**

**Social Studies/History: National Council for the Social Studies ([www.socialstudies.org](http://www.socialstudies.org))**

*Philosophy of Teaching Guiding Questions*

- 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?
- What learning theories do you most strongly identify with and why?
- What are your objectives as a teacher?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- What teaching methods will you use to work toward your objectives?
- How you intend to measure your effectiveness at reaching your objectives?
- 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 three between those listed above and those you identify—must also be illustrated with examples from your fieldwork, including from your work with particular students if applicable.**

***Topical Presentation (50 points)***

At the beginning of the semester you will be divided into groups for the purposes of developing a presentation to the class on a specific topic related to American public education. Each group will be assigned a date during which time a presentation is expected to be delivered via Blackboard Discussion Board. Each group is expected to employ some sort of presentation software (e.g. PowerPoint, webquest, wiki or other means) to present information on the given topic, provide a prompt(s) to course-mates to facilitate discussion and monitor responses. Once prompt(s) is posted, course-mates will typically have two-three days to post their responses. Each class member (other than group members) must post one original thread (approximately 150-300 words) and respond to two others

(approximately 50-150 words). Each group member should be an obvious presence online although there are no specific requirements for numbers of comments posted. As you organize the information to present, consider what prospective teachers need to know about your topic. Seek to make the content relevant and the prompts engaging. Assessment from these group activities will come from the group presentation, effective monitoring of the Discussion Board, self/group assessment and participation in other group discussions.

***“Critical Incidents Reflections and Images” (CIRIs) and Field Experience Report (75 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 expected 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 two of your minimum five field experience days you will complete a “Critical Incidents Reflections and Images” (CIRI) (see Appendix B) and be ready to discuss this in our class. As a part of each CIRI you must include a related artifact and/or 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.

**GRADING**

90 - 100% (200-225 Points)	A
80 – 89% (180-199 Points)	B
Below 80% (below 180 points)	Not passing

**Assignment Summary:**

Reading Reflection Papers (From Jossey-Bass Reader on Teaching, and instructor-provided readings).....	50 points
Current School Issues Presentation.....	50 points
Teaching Philosophy Paper.....	50 points
Field Experience Reflection Paper.....	75 points
	Total = 225 points

COURSE REQUIREMENTS/EVALUATION

Assignment	Due	Point Value
Reading Reflection Papers	Reflection paper one: Week 5 Reflection paper two: Week 7 Reflection paper three: Week 14 <b>Note: As an EDUC 422 student, you may choose two of the three reflection papers.</b>	25 points each-50 total
School Issues Group Presentation	Group one: February 14 (student postings due February 17) Group two: March 7 (student postings due March 10) Group three: April 4 (student postings due April 7) Group four: April 25 (student postings due April 28)	50
Teaching Philosophy Paper	Week 12	50
Field Experience Reflection Paper	Exam week	75
<b>Totals</b>		<b>225 points</b>

COURSE SCHEDULE

TOPICS	DATE	READING DUE	ASSIGNMENT DUE
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		<b>Note: Instructor may include additional readings as necessary. This list serves as a guide</b>	
<p>Course Introduction</p> <p>First Penny Debate</p> <p>Discussion of Group Projects</p> <p>Meet with Group One to discuss presentation</p>	<p>January 24</p>	<p>None</p>	<p>None</p>
<p>History and purpose of schooling</p> <p>The fundamentals of reading</p> <p>Review of Speak readings</p>	<p>January 31</p>	<p>Chapter 1 in American Education</p> <p>Chapter 7 in Jossey-Bass Reader on Teaching</p> <p>Pages 1-72 in Speak (Introductory Poem-Winter Break)</p>	<p>None</p>
<p>Online class: The purpose of School</p>	<p>February 7</p>	<p>Group one presentation on Blackboard</p>	<p>Group one presentation (the purpose of schooling: change over time nineteenth century-2010)</p> <p>Group one postings from presentation due June 17</p>
<p>The classroom environment and equality and equity in schooling</p> <p>Lalee's Kin</p> <p>Review Speak readings</p> <p>Meet with group two to discuss presentation</p>	<p>February 14</p>	<p>Chapter 2 in American Education</p> <p>Chapter 15 in Jossey-Bass Reader on Teaching</p> <p>Pages 73-153 in Speak (Hard Labor-Growing Pains)</p>	<p>None</p>

Review of Speak readings			
Race, Gender and students with disabilities  Final Review of Speak readings	February 21	Chapter 3 in American Education  Chapters 9 and 18 in Jossey-Bass Reader on Teaching  Pages 154-198 in Speak (Gag Order-Final Cut)	Reflection paper one
Online Class: How Can Teachers Adapt to Changing Faces of our Students?	February 28	Group two presentation on Blackboard	Group two presentation (How can teachers adapt to changing faces of our students?)  Group two postings due June 26
Changes to school control  Meet with group three to discuss presentation	March 7	Chapters 4-7 in American Education  Chapter 1 , 4 and 10 in Jossey-Bass Reader on Teaching	None
Meaningful Teaching Integrated Learning Student Engagement	March 21	Chapter 8 in American Education  Chapters 2 and 3 in Jossey-Bass Reader on Teaching	Reflection Paper two

Educational Diversity	March 28	Chapter 9 in American Education Chapters 5 and 12 in Jossey-Bass Reader on Teaching	None
Online Class: Group three, School Reform Movements	April 4	Group three presentation on Blackboard	Group three presentation (School reform movements)  Group three postings due July 8
Education Philosophies  Meet with group four to discuss presentation	April 11	Chapters 6 and 8 in Jossey-Bass Reader on Teaching	None
Educational Philosophies, The Classroom Environment	April 18	Chapter 10 in American Education Chapters 11, 13 and 14 in Jossey-Bass Reader on Teaching	None
Online Class: Group four presentation, Global Models of Schooling, Student Engagement and Pedagogy)	April 25	Group three presentation on Blackboard	Group four presentation (Global models of schooling, student engagement and pedagogy)  Group four postings due July

			17
<p>The struggles and rewards of teaching</p> <p>Meeting with group five to discuss presentation</p>	May 2	<p>Chapters 16, 17 and 19 in Jossey-Bass Reader on Teaching</p>	<p>Educational Philosophy Assignment due</p>
<p>Exemplary teaching: Thinking in the content area</p>	May 9	None	<p>Reflection paper three</p> <p>and be prepared to discuss field experience</p>
<p>Online class: Group five presentation, School Law and Teacher Ethics: What every new teacher should know</p>	Exam Week	<p>Group four presentation on Blackboard</p>	<p>Group five presentation (School Law and Teacher Ethics: What every new teacher should know)</p> <p>Student</p> <p>Group 5 postings due May 16</p> <p>Field Experience Paper</p>



GMU Student Signature/Date \_\_\_\_\_/\_\_\_\_\_

Mentor Signature/Date \_\_\_\_\_/\_\_\_\_\_

**Critical Incidents, Reflections and Images**

This document is designed to prompt your observation experience. Please complete this form as you observe incidents and occurrences that you feel warrant attention. In those incidents, respond to the questions provided. Make an additional effort to document your critical incident with an artifact or image from the experience. This artifact may be a document from the lesson you observed, a photograph of a noteworthy part of the learning environment (e.g. bulletin board) or even a drawing you make to remember a classroom setup which contributed to the critical incident.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Critical Incident</b> Describe the highlight or lowlight you have noted</p>	
<p><b>Burning Issues/Questions</b> What issues or questions arise from this critical incident?</p>	
<p><b>Practice</b> What specific practice can you identify from this critical incident that will help inform your practice as a teacher?</p>	

Provide the image or copy of the artifact to this document for submission.

## 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.*

- 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?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 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?
- 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).
- 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.
- 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 422/522 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 320, MS 4B3  
Fairfax, Virginia 22030  
Phone: 703-993-5252

Dear educator:

My name is Anthony Pellegrino, an assistant professor of secondary education at George Mason University, and I write as the instructor for EDUC 422, "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, these undergraduate students are required to work with you and your 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 422 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 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 with the possibility of general interaction with students in your classroom
- 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 to support students and their learning, and that, if appropriate, you may even 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 and so forth.

Our hope is that this student will begin to work in your classroom by the sixth week of the Mason semester. Please note that field experiences should occur over a minimum of 4 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,

Anthony Pellegrino, PhD

Assistant Professor of Education

George Mason University

[apelleg2@gmu.edu](mailto:apelleg2@gmu.edu) | 904.377.3428

**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)

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