



Promoting Learning  Development Across the Lifespan

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

EDUC 522, “Foundations of Secondary Education”/Fall 2012 (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Associate Professor
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Class Meetings

Mon, 4:30-7:10 pm

When our class meets on campus (for approximately twelve sessions), we will gather in Robinson A 247. We will also hold asynchronous “meetings” approximately four weeks throughout the semester. Finally, we will begin the semester with small group conferences to help us build that classroom community and help you address any initial questions about our work together.

Catalog Description

“Foundations of Secondary Education” (EDUC 522) offers 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.

Note: This course requires you to complete 15 hours of field experience; together we will identify a classroom where you can complete this experience.

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 Premise

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.

INTASC Standards

Standard 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.

Standard 2: The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 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.

Standard 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.

Standard 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.

CEHD Core Values

In 2006, the College of Education and Human Development (CEHD) adopted five core values: collaboration, ethical leadership, innovation, research-based practice, and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration; affording students opportunities to reflect on their teacher leadership roles in school contexts; requiring them to consider innovative research-based practices; and calling on students to analyze and reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below.

Course/Student Outcomes

Upon completing this course, students will:

- acknowledge and evaluate the varied, competing, and changing purposes of American public education (social justice);
- 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 (research-based practice);
- recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (ethical leadership, collaboration, INTASC standards II/III)
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (social justice, innovation);
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (social justice, collaboration, INTASC standards II/III);
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (research-based practice):
 - take positions on selected issues in education and analyze how those positions relate to teaching style preferences (collaboration);
 - 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?

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 will 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 will experience much intellectual camaraderie, engaging discussions, 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 will 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.

Finally, I will 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 are using with this assignment? How will students translate the material into their own terms?

College of Education and Human Development Statements of Expectations and Resources

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <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://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- All students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students with disabilities who seek accommodations in a course must be registered with the Mason Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu>].
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors.

The Center provides individual and group counseling, workshops, and outreach programs—experiences to enhance a student’s personal and academic performance. [See <http://caps.gmu.edu>].

- All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website: <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://cert.gmu.edu/>.

Required/Recommended Texts

- Anderson, L.H. (1999). *Speak*. New York: Penguin Books (required).
- Jossey-Bass. (2003). *The Jossey-Bass reader on teaching*. San Francisco, CA: Jossey-Bass/Wiley. ISBN: 0-7879-6240-6 (required).
- Rethinking Schools. *Rethinking school reform*. ISBN: 0-942961-29-3 (recommended).
- Spring, J. (2010). *American Education* (14th ed). Boston, MA: McGraw Hill, ISBN: 978-0-07-337868-8 (required).
- 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 electronically).

Additional readings will be available on-line (via Blackboard) and/or in class, by me and students in our class. You will also need access to a digital camera and a computer (with web, email, and printing privileges). Finally, 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

Class Routines and Course Delivery

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

- 1) Mini-lectures, activities, and discussions led by me and students and supported by our readings from our course texts and selected other materials
- 2) Discussions and modeling of teaching strategies
- 3) On-line and face-to-face small and whole group meetings in which we engage around each others’ efforts to learn and share what we are learning about schools and teaching

The course will be delivered through a variety of on-line and face-to-face instructional approaches. On-line sessions will be conducted in an asynchronous format, but you will be expected to post your own reflections and assignments and respond to peers’ and instructors’ postings and feedback by the end of each designated class week (midnight US eastern standard time each Sunday). During class meetings there will be large group, small group, and individual activities. On-line classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. GMU’s BlackBoard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor. Please inform me of any accessibility problems the first day of class.

Course Website

I anticipate that our Blackboard 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. Please title each assignment with the name of the assignment, your last name, and the date you are submitting it (e.g., the philosophy paper for Adam Smith: (Philosophy_Paper_Smith_9-1-12)). Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. The submission deadline for Discussion Board assignments is Sunday midnight (US eastern standard time) each week. 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 and Participation (15 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. 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 is best to do so via my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. Please turn off all mobile phones, computers, and pagers when you enter class or your fieldwork setting.

Blackboard Participation and Assignments (15 points)

Participants are expected to log onto Blackboard at least three times weekly. The Blackboard URL is <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Each member of our class will be responsible for contributing at least one posting to each discussion, accompanied by one image/artifact that is related to the ideas and/or events described in your posting. Each class member will also be required to respond to at least three peers each week, two of whom will be scheduled on a rotating basis and at least one other of your choosing. Please post contributions by the end of the week in which the topic is discussed (Sunday midnight). Discussion postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not considered adequate. Please orient your responses around youth you know from outside of school, a young person you are coming to know through your fieldwork experience, and/or around a character from the novel *Speak*.

Reading Reflections (10 points)

You will be required to complete three 3-4 page (double-spaced) papers focused on syntheses of chapter readings in our course texts for given weeks listed in the schedule below. Each paper will require you to seek connections and themes presented in the readings. Specifically, this will include a combination of personal reflections on the provided topic, comments and insights provided by the source and relevant outside sources which enhance the comments and assertions made in your paper. You should also orient your reflections around youth you know from outside of school, a young person you are coming to know through your fieldwork experience, and/or around a character from the novel *Speak*. Each paper will be assessed on a combination of the aforementioned components as well as overall writing quality, which includes adherence to writing specifications outlined in the APA 6th edition manual. The rubric for these assignments will be provided in class.

“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. For this portion of the class you will pair with a peer in class and engage in a 15-hour field experience (15 hours each). You and your partner must co-observe at least half of the required hours. Therefore, you must coordinate your schedules with those of the mentor teacher to whom you will be assigned. The remaining hours can be scheduled independently of your partner. You are required to keep detailed field notes of your observations. 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 (with or without your partner), you will record field notes of what you have observed, practices you appreciate, and questions you have considered. For each of your minimum four 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 (4-5 double-spaced pages), you will analyze and compare field notes in order to write ONE paper in which you and your partner 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.

Subject Area Issues and “Best Practices” Presentations (10 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 your subject area and American public education in light of the week’s assigned reading. Each group will identify and present to the class a current issue—again, related to the topics of week’s other assigned readings—as well as a related “best practice” in your field. The on-line presentation should include a description of the issue, tied to a relevant article of the group’s choosing. You will provide our class with an electronic copy of this 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. 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.

Each group will be assigned a date during which time a presentation is expected to be delivered via the Blackboard. 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 classmates on the Discussion Board to facilitate discussion and monitor responses. Once the prompt(s) is posted, classmates will typically have approximately a week to post their responses. Each member of the presenting group should be an obvious presence on-line 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.

Philosophy of Teaching Paper (20 points)

In 5-7 double-spaced pages, describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies studied in class. In your paper, address a minimum of five of the guiding questions listed below. In addition, seek relevant outside sources for additional information and guidance. And finally, 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—national association Websites are listed below) to help guide you in the development of your teaching philosophy. You will be assessed on the aforementioned criteria in addition to general writing quality.

Guiding questions:

- 1) What is the purpose of schooling?
- 2) What is the nature of the learner in the 21st century?
- 3) What is the nature of one subject matter area you wish to teach?
- 4) What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- 5) What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- 6) What approaches to classroom management do you prefer?
- 7) What learning theories do you most strongly identify with and why?
- 8) What are your objectives as a teacher?
- 9) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- 10) What should teachers do to accommodate diverse learners?
- 11) What teaching methods will you use to work toward your objectives?
- 12) How you intend to measure your effectiveness at reaching your objectives?
- 13) 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.

National Content Organizations Websites

- Mathematics: National Council for Teachers of Mathematics (www.nctm.org)
- Science: National Science Teachers Association (www.nsta.org)
- English: National Council for Teachers of English (www.ncte.org)
- Social Studies/History: National Council for the Social Studies (www.socialstudies.org)

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.
- Not passing 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. Student work is so brief that any reasonably accurate assessment is impossible.

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

A = 95-100%

A- = 94-90%

B = 85-89%

B- = 80-84%

Not passing = Below 80%

Assignments/Possible Points

Attendance and Participation = 15 points

Blackboard Participation = 15 points

Reading Reflections = 10 points

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

Subject Area Issues and “Best Practices” Presentations = 10 points

Philosophy of Teaching Paper = 20 points

The Story of the Perfect Future School = 15 points

Total = 100 points

Selected Bibliography/Resources**Articles/Books**

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- Atwell, N. (1998). *In the middle: Writing, reading and learning with adolescents* (2nd ed.). Portsmouth, NH: Heinemann.
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- Janisch, C. & Johnson, M. (2003). Effective literacy practices and challenging curriculum for at-risk learners: Great expectations. *Journal of Education for Students Placed At Risk*, 8(3), 295-308.
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General Websites

- George Mason University Library: <http://library.gmu.edu/>
- What Kids Can Do: www.whatkidscando.org
- Through Students' Eyes: www.throughstudentseyes.org
- International Visual Sociology Association (IVSA): www.visualsociology.org

National Reports and Test Reporting Centers

- A Nation at Risk: <http://www.ed.gov/pubs/NatAtRisk/risk.html>
- The Nation's Report Card/National Assessment of Educational Progress: <http://nces.ed.gov/nationsreportcard/>
- National Center for Educational Statistics: <http://nces.ed.gov/help/sitemap.asp>
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): <http://www.timss.org/>
- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): <http://www.bestevidence.org/index.htm>

Virginia State Standards

- Virginia Department of Education: <http://www.pen.k12.va.us/>
- State of Virginia, SOL Resources: <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information: <http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>

**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 6th week of the semester, and be spread across a minimum of 4 sessions, with no single session lasting longer than five hours. Submit this signed log at the end of the course to Dr. Zenkov.

GMU Student: _____

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

Dates	Activities as Observer	Activities as Participant	Hours
			Total:

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

**Appendix B
Critical Incidents Reflections and Image Form**

Name _____

Date _____

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

<p><u>Critical Incidents</u> 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><u>Burning Issues/Questions</u> What issues or concerns can you identify from your recent work in schools?</p>	
<p><u>“Best Practice” Tips</u> What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?</p>	

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 mentor 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

27 August 2012

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 sixth week of the Mason semester. Please note that field experiences must occur over a minimum of four visits to your classroom/school, with a maximum length of any one visit of five 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, College of Education and Human Development
George Mason University
216.470.2384 (mobile); 703.993.5413 (office), 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 four sessions (each lasting at most five 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)

Tentative Schedule

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

Week #/ Dates	Topic/Detail	Assignment due	Reading
Week #1 Aug 27	<ul style="list-style-type: none"> • Introductions, course overview, syllabus, fieldwork details, requirements • Types and corresponding sources of data 	• None!	• None
Week #2 Sept 3	<ul style="list-style-type: none"> • No class: Labor Day Holiday • Weds, Sept 5th, 1-4 pm: Small group conferences 	• None!	• None!
Week #3 Sept 10	<ul style="list-style-type: none"> • Listening to and learning from our students • Mon, Sept 10th, 2-4 pm: Small group conferences 	• Discussion Board Assignment #1	• Zenkov/Harmon article
Week #4 Sept 17	<ul style="list-style-type: none"> • Stories of school: Fact and fiction 	• Reading Reflection #1	• <i>Speak</i>
Week #5 Sept 24 <i>On-line session #1</i>	<ul style="list-style-type: none"> • The purpose and history of school 	<ul style="list-style-type: none"> • Subject Area Presentation: Group #1 • Discussion Board Assignment #2 	<ul style="list-style-type: none"> • <i>American Education</i>, Ch. 1 • Reading from Group #1
Week #6 Oct 1	<ul style="list-style-type: none"> • Schools and equality of opportunity 	• Reading Reflection #2	<ul style="list-style-type: none"> • <i>American Education</i>, Ch. 2 • <i>Jossey-Bass</i>, Ch. 1, 2
Week #7 Oct 9 <i>Note: Class meets on Tues this week</i>	<ul style="list-style-type: none"> • Schools, and race, gender, and special needs 	<ul style="list-style-type: none"> • Discussion Board Assignment #3 • CIRI #1 	<ul style="list-style-type: none"> • <i>American Education</i>, Ch. 3 • <i>Jossey-Bass</i>, Ch. 4, 5
Weeks #8 Oct 15 <i>On-line session #2</i>	<ul style="list-style-type: none"> • Student diversity 	<ul style="list-style-type: none"> • Subject Area Presentation: Group #2 • Discussion Board Assignment #4 	<ul style="list-style-type: none"> • <i>American Education</i>, Ch. 4 • Reading from Group #2

Week #/ Dates	Topic/Detail	Assignment due	Reading
Week #9 Oct 22	<ul style="list-style-type: none"> Multicultural and multilingual education 	<ul style="list-style-type: none"> CIRI #2 Philosophy of Teaching Draft 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 5 <i>Jossey-Bass</i>, Ch. 7, 9
Week #10 Oct 29	<ul style="list-style-type: none"> Local control, choice, charter schools, and home schooling 	<ul style="list-style-type: none"> Discussion Board Assignment #5 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 6 <i>Jossey-Bass</i>, Ch. 11, 12
Week #11 Nov 5 <i>On-line session #3</i>	<ul style="list-style-type: none"> Power and control at state and national levels 	<ul style="list-style-type: none"> CIRI #3 Subject Area Presentation: Group #3 Discussion Board Assignment #6 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 7 Reading from Group #3
Week #12 Nov 12	<ul style="list-style-type: none"> The Profession of Teaching 	<ul style="list-style-type: none"> Reading Reflection #3 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 8 <i>Jossey-Bass</i>, Ch. 13, 14
Week #13 Nov 19	<ul style="list-style-type: none"> Textbooks, curriculum, e-learning, and globalism 	<ul style="list-style-type: none"> CIRI #4 Discussion Board Assignment #7 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 9 <i>Jossey-Bass</i>, Ch. 15, 17
Week #14 Nov 26 <i>On-line session #4</i>	<ul style="list-style-type: none"> The courts and the schools 	<ul style="list-style-type: none"> Subject Area Presentation: Group #4 Discussion Board Assignment #8 	<ul style="list-style-type: none"> <i>American Education</i>, Ch. 10 Reading from Group #4
Week #15 Dec 3	<ul style="list-style-type: none"> Final fieldwork debriefing Our philosophies of teaching 	<ul style="list-style-type: none"> Final Fieldwork Report Philosophy of Teaching Final 	<ul style="list-style-type: none"> <i>Jossey-Bass</i>, Ch. 18, 19
Bonus Week! Dec 10	<ul style="list-style-type: none"> No Class: University Reading Day 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> None!
Week #16 Dec 17	<ul style="list-style-type: none"> Our visions of the future perfect schools Course evaluation and feedback forms 	<ul style="list-style-type: none"> The Story of the Future Perfect School 	<ul style="list-style-type: none"> None