

George Mason University
College of Education and Human Development
Graduate School of Education
Secondary Teacher Education Program



Promoting Learning & Development Across the Lifespan

EDUC 300: Introduction to Teaching (3 credits)
Tuesdays, 7:20-10:00, Rob A 106
Jan 22, 2012 – May 14, 2012

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I. Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students.

II. Student Learning Outcomes

As a result of full participation in the course, students will be able to:

1. Describe the nature of American schools and today's diverse students and the issues they face.
2. Explain issues and trends in curriculum planning and delivery.
3. Identify effective teachers.
4. Understand legal and ethical issues in education.
5. State a philosophy of education drawing from the philosophical foundations of education.
6. Describe the formation and governmental influences of American schools.
7. Explore job opportunities and expectations in education.
8. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

III. College of Education and Human Development Statements

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]

Please note that:

- “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
(from Mason Honor Code)
 - Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- 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.
- 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/>].

IV. Readings and Resources

- Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2008). *The joy of teaching: Making a difference in student learning*. Boston, MA: Pearson Education, Inc. ISBN: 978-0205405596
- Webb, L. D., Metha, A., & Jordan, K. F. (2010). *Foundations of American education* (6th ed.). Upper Saddle River, NJ: Merrill. ISBN: 978-0137157266

Recommended Readings:

- Wong, H.K K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc. ISBN: 978-0976423317

V. Course Assignments, Policies, and Grading

Grading: All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information). Assignments should be submitted electronically via email and are due by class time on the date indicated. Assignments turned in late without prior approval will be eligible for only 50% of the available points. I welcome (and appreciate) early submissions of any assignment. **Please label all documents with your last name and title of the assignment.**

E.g. Beck_Field Experience Journal and Reflection

Absentee Policy: I understand that we all get sick and busy. However, our class only meets once a week so missing class once is equivalent to missing a week's worth of class. If you are absent more than once, I will deduct points from your class participation grade as a result. You can't contribute to class if you are not there.

Technology Policy: When you are using cell phones, laptops, etc., please be respectful of

your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

A. Current Education Issue Presentation and Lesson Plan (20 points)

Because teaching is a social, performance-based activity, you are required to present on a current education issue so that you can begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. Individually or in pairs you will be leading the class for approximately 30 minutes on a current education issue of your choice (selected from the list below). **This is not a presentation on the assigned reading for the week – your presentation must go beyond the assigned chapter.** Each group will prepare a one-page handout including a bibliography (minimum of 5 sources) to be handed out in class. You must turn in the completed Lesson Plan Template (see Appendix D: Lesson Plan Template) at the beginning of your presentation to me. **Failure to turn in a completed lesson plan will result in a deduction of five points from your grade.**

Topic choices include but are not limited to:

- Strategies for culturally responsive pedagogy/multicultural education
- Parent/teacher communication strategies
- No Child Left Behind
- Charter schools, vouchers, and school choice
- Strategies for differentiation
- Inquiry learning
- Race to the Top
- Common Core Standards
- National Board Teaching Certification
- Backward design
- General strategies for incorporating technology into the classroom
- Authentic assessments
- Behavior intervention strategies
- VA Teacher Evaluation

Each individual or pair will sign up for a class session on the first night of class.

	4 (4 points)	3 (3 points)	2 (2 points)	1 (1 point)
Content	The content of the presentation is relevant to the audience (i.e. discusses current issues and is practical) and appropriate to the topic.	The content of the presentation is mostly relevant to the audience (i.e. discusses current issues and is practical) and somewhat appropriate to	The content of the presentation is barely relevant to the audience (i.e. discusses current issues and is practical) and hardly appropriate to	The content of the presentation is not relevant to the audience (i.e. does not discuss current issues and is not practical) and is not appropriate to

		the topic.	the topic.	the topic.
Presentation	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is clear and informative. The presenter used 30 minutes appropriately and spoke clearly.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is mostly clear and informative. The presenter went over or under time by 5 minutes and/or was sometimes difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is barely clear and informative. The presenter went over or under time by 10 minutes and/or was often difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is not clear and informative. The presenter went over or under time by 15+ minutes and/or was difficult to hear.
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.
Handout	The handout is informative and concise (one page front and back or less).	The handout is somewhat informative and/or too short or lengthy (more or less than one page front and back).	The handout is barely informative and is too brief or too lengthy (half a page or two pages front and back or less).	The handout is not informative and pays no attention to page length (one paragraph or more than two pages).
Clarity of Writing	The handout is clearly written; punctuation, grammar, and spelling do not interfere with the message.	The handout is somewhat unclear; punctuation, grammar, and spelling somewhat interfere with	The handout is somewhat clear; punctuation, grammar, and spelling somewhat interfere with	The handout is unclearly written; punctuation, grammar, and spelling interfere with the message.

		the message.	the message.	
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B. Educational Autobiography and Reflection (15 points each = 30 points)

Autobiography: It's easy to think that you are an expert on education just because you were a student for 12 years. This assignment is the opportunity for you to reflect on your experience as a student and how it may impact your learning in this class. What was your education like? How diverse was the student population at your class (i.e. gender, ethnicity, socio-economic status)? Did you have any teachers who influenced you? Reflect on these questions in 2-3 pages. **Due Tuesday, February 5th.**

Reflection: After you have written this autobiography, you will take this assignment to the next level by connecting it to your future teaching. What biases do you possess that showed up in this reflection? Will the way you were taught impact the way you will *teach*? Answer these questions in 1-2 pages. **Due Tuesday, February 12th.**

	4 (5 points)	3 (4 points)	2 (3 points)	1 (2 points)
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is mostly clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is somewhat clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is not clearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Critical Reflection/ Bloom's Taxonomy	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques past experiences and makes connections to personal life.	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat critiques past experiences and makes connections to personal life.	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques past experiences or make connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique past experiences or make connections to personal life.

Content	The paper addresses the relevant questions from the assignment description in the syllabus.	The paper somewhat addresses the relevant questions from the assignment description in the syllabus.	The paper barely addresses the relevant questions from the assignment description in the syllabus.	The paper does not address questions from the assignment description in the syllabus.
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C. Teacher Interview (15 points)

For this assignment, you will be interviewing a teacher who is currently in the classroom. This may be the teacher you are observing for your field experience or it may be a past teacher (you may do a phone interview if necessary). Think about the type of teacher you want to interview. What subject area or grade level do you hope to teach? Would you rather interview a first-year teacher whom you could easily connect to? Or a veteran teacher who may have more gems of wisdom to impart? You can conduct the interview in person or via phone but I encourage you to tape record this interview. After you have conducted the interview, review the tape and your notes for major take-aways. What was the message of this interview? Identify three major points that this teacher mentioned. Finally, reflect on the interview in one page. What can you apply to your future teaching? What connections can you make between this interview and our class? Answer these questions in 3-4 pages. **You must submit your interview questions (see Appendix E: Sample Interview Questions) to me electronically by Tuesday, February 19th; you must also bring a copy of these questions to class on this night. The final interview, with your reflection, is due Tuesday, March 5th.**

	4 (5 points)	3 (4 points)	2 (3 points)	1 (2 points)
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is mostly clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is somewhat clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is not clearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Critical Reflection/Bloom's Taxonomy	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques past experiences and	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique past experiences or

	makes connections to personal life.	critiques past experiences and makes connections to personal life.	past experiences or make connections to personal life.	make connections to personal life.
Content	The paper addresses the relevant questions from the assignment description in the syllabus.	The paper somewhat addresses the relevant questions from the assignment description in the syllabus.	The paper barely addresses the relevant questions from the assignment description in the syllabus.	The paper does not address questions from the assignment description in the syllabus.

D. Field Experience Journal (30 points total)

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 and a log sheet indicating dates, times, subject area, grade levels, and teachers' or principals' signatures (see Appendix A). At the end of your field experience, you will compile these and submit them (approximately 5-7 pages). You must go beyond simple description and critically reflect and evaluate the incidents you witnessed and how they demonstrate good or bad teaching and *why*. **I have broken this assignment down so you are turning in seven and a half hours of field experience and an accompanying journal by Tuesday, April 2nd; the other seven and a half hours and the final reflection are due Tuesday, May 7th. I will deduct 5 points from your grade for this assignment for each hour of fieldwork that you fail to complete (e.g. If you complete only 13 hours, the highest score you can earn is 20/30 points).**

	4 (10 points)	3 (8 points)	2 (5 points)	1 (3 points)
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Clarity of Writing	All journal entries and final reflection are clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The majority of the journal entries and final reflection are clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	Most of the journal entries and the final reflection are somewhat unclearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The journal entries and final reflection are unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Critical Reflection/Bloom's Taxonomy	All entries and the final reflection show a complex level of thinking (i.e. synthesis or evaluation). The entries and final reflection critique experiences and make connections to personal life.	Most entries and the final reflection show a complex level of thinking (i.e. synthesis or evaluation). The entries and final reflection somewhat critique past experiences and makes connections to personal life.	Most entries and the final reflection show a lower level of thinking (i.e. comprehension or knowledge). The entries and final reflection barely critique experiences or make connections to personal life.	All entries and the final reflection show a lower level of thinking (i.e. comprehension or knowledge). The entries and final reflection do not critique experiences or make connections to personal life.
Content	All entries and the final reflection tie fieldwork experiences to classroom discussions and/or reading.	Most entries and the final reflection tie fieldwork experiences to classroom discussions and/or reading.	Some entries and the final reflection tie fieldwork experiences to classroom discussions and/or reading.	Neither the entries or the final reflection tie fieldwork experiences to classroom discussions and/or reading.

E. Philosophy of Teaching and Presentation of Graphic (20 points)

In 3-5 pages, describe your personal beliefs about teaching. What are your goals as a teacher? How do you view students as learners? What teaching philosophies that we discussed this semester particularly resonate with you? This Philosophy will be due in two formats: Paper form and presentation of your philosophy in graphic form (e.g. concept map, wordle, etc.). **Presentation of your graphic and the rough draft of your Philosophy of Teaching are due Tuesday, May 7th. If you fail to present your graphic, I will deduct five points from your grade for this assignment. The final**

draft of your paper is due Tuesday, May 14th by midnight.

	4 (5 points)	3 (4 points)	2 (3 points)	1 (2 points)
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is mostly clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is somewhat clearly written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is not clearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Critical Reflection/Bloom's Taxonomy	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques experiences and makes connections to personal life.	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat critiques experiences and makes connections to personal life.	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques experiences or make connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique experiences or make connections to personal life.
Content	The paper addresses the relevant questions from the assignment description in the syllabus.	The paper somewhat addresses the relevant questions from the assignment description in the syllabus.	The paper barely addresses the relevant questions from the assignment description in the syllabus.	The paper does not address questions from the assignment description in the syllabus.
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.

		guidelines.		
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F. Class Participation (10 points)

This is your class. The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Attendance is *not* participation.

	4 (5 points)	3 (4 points)	2 (3 points)	1 (2 points)
Content	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments/questions show evidence of tying theory/readings to practice.	It is evident from the student's contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice.	It is not clear from the student's contributions that he/she has completed any of the required readings.	It is clear from the student's contributions that he/she has not completed the required readings or is not tying theory/reading to practice.
Frequency	The student contributes to class discussions consistently.	The student contributes to class discussions somewhat consistently.	The student contributes to class discussions intermittently.	The student never contributes to class discussions.

Assignments will be graded according to the rubrics provided in this syllabus. Course grades will be based on the following scale:

96-100%	A+	80-82%	B-
93-95%	A	70-79%	C
90-92%	A-	60-69%	D
86-89 %	B+	Less than 60%	F
83-85 %	B		

VI. Class Schedule

Day	Topic/Activity	Readings/Assignments Due
Tuesday, January 22nd	Intro to Course - Expectations and policies - Current Education Issue Presentation sign-ups - Classroom strategies: Line-ups and Four Corners	
Tuesday, January 29th	The Teaching Profession - Current Education Issue Presentation: VA Teacher Licensure (model	- Watch "American Teacher" on reserve at the library (JC stacks) - <i>Joy of Teaching</i> , Chapter 1 - <i>Foundations of American</i>

	<p>presentation)</p> <ul style="list-style-type: none"> - Classroom strategy: Warm-ups and Exit Slips 	<p><i>Education</i>, Chapters 1 and 2</p>
<p>Tuesday, February 5th</p>	<p>Students</p> <ul style="list-style-type: none"> - Guest speaker on special education Current Education Issue Presentation: Strategies for culturally responsive pedagogy/multicultural education - Classroom strategy: Differentiation 	<p>Due: Educational Autobiography</p> <ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 2 - <i>Foundations of American Education</i>, Chapters 9 and 10
<p>Tuesday, February 12th</p>	<p>Families and School Context</p> <ul style="list-style-type: none"> - Current Education Issue Presentation: Parent/teacher communication strategies Classroom strategy: Parking Lot 	<p>Due: Educational Autobiography Reflection</p> <ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 3
<p>Tuesday, February 19th</p>	<p>Schools</p> <ul style="list-style-type: none"> Current Education Issue Presentation: No Child Left Behind Classroom strategy: Carousel Walk 	<p>Due: Teacher Interview Questions</p> <ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 4 - <i>Foundations of American Education</i>, Chapters 11, 12, and 13
<p>Tuesday, February 26th</p>	<p>History of School</p> <ul style="list-style-type: none"> - PBSs “School: The story of American education” - Current Education Issue Presentation: Charter schools, vouchers, and school choice Classroom strategy: Graphic organizers 	<ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 5 - <i>Foundations of American Education</i>, Chapters 5 and 6
<p>Tuesday, March 5th</p>	<p>Social Context of School</p> <ul style="list-style-type: none"> - Current Education Issue Presentation: Strategies for differentiation Classroom strategy: Frayer Model or ladders (vocabulary) 	<p>Due: Teacher Interview</p> <ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 6 - <i>Foundations of American Education</i>, Chapter 8
<p>Tuesday, March 12th</p>	<p>No class: Spring Break</p>	
<p>Tuesday, March 19th</p>	<p>Teaching Philosophies</p> <ul style="list-style-type: none"> - Current Education Issue 	<ul style="list-style-type: none"> - <i>Joy of Teaching</i>, Chapter 7 - <i>Foundations of American</i>

	<p>Presentation: Inquiry learning Classroom strategy: Jigsaw and Who Am I?</p>	<p><i>Education</i>, Chapters 3 and 4</p>
<p>Tuesday, March 26th</p>	<p>Learning Outcomes - Current Education Issue Presentation: Race to the Top OR Common Core Standards OR National Board Teaching Certification Classroom strategy: Designing rubrics</p>	<p>- <i>Joy of Teaching</i>, Chapter 8 - <i>Foundations of American Education</i>, Chapter 7</p>
<p>Tuesday, April 2nd</p>	<p>Instruction - Current Education Issue Presentation: Backward design Classroom strategy: Cooperative learning</p>	<p>Due: Field Experience Journal and Hour Log (7.5 hours) - <i>Joy of Teaching</i>, Chapter 9 - <i>Foundations of American Education</i>, Chapter 14</p>
<p>Tuesday, April 9th</p>	<p>Technology and Education - Guest speaker - Current Education Issue Presentation: General strategies for incorporating technology in the classroom Classroom strategy: Khan Academy http://www.khanacademy.org/</p>	<p>- <i>Joy of Teaching</i>, Chapter 10</p>
<p>Tuesday, April 16th</p>	<p>Assessment - Current Education Issue Presentation: Authentic assessments Classroom strategy: Tips for providing feedback to students</p>	<p>- <i>Joy of Teaching</i>, Chapter 11 - <i>Foundations of American Education</i>, Chapter 15</p>
<p>Tuesday, April 23rd</p>	<p>Classroom Management - Current Education Issue Presentation: Behavior intervention strategies - Classroom strategy: Student behavior log</p>	<p>- <i>Joy of Teaching</i>, Chapter 12</p>
<p>Tuesday, April 30th</p>	<p>Success in Teaching Current Education Issue Presentation: VA Teacher</p>	<p>- <i>Joy of Teaching</i>, Chapter 13</p>

	Evaluation - Classroom strategy: Role playing or skits	
Tuesday, May 7th	- Guest speaker (tentative) - Course evaluations - Presentations of your Philosophy of Teaching graphics	Due: Field Experience Journal and Hour Log (7.5 hours), Presentation of Philosophy of Teaching graphic - <i>Joy of Teaching</i> , Chapter 14
Tuesday, May 14th	Final Exam	Due: Philosophy of Teaching

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Grand total: _____

GMU Student Signature/Date: _____ / _____

Mentor Teacher Signature/Date: _____ / _____

Appendix B: Field Experience Letter

Dear Educator,

My name is Jori Beck and I'm a doctoral candidate in the College of Education and Human Development at George Mason University. This semester I am teaching EDUC 300: Introduction to Teaching. This course is taken by students interested in learning more about education and as part of the course students are required to complete 15 hours of field experience in a K-12 classroom. Specifically, these 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 300 provides an overview of the profession of teaching. This is the first, and may be the only, education course that my students are taking. Thus, each student will have widely varying levels of experience working with children and adolescents. Our expectations for this field experience include the following:

- Mason students will complete a minimum of 15 hours of tutoring and/or 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 educational settings including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I hope that the Mason student will receive 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 a mini-lesson (or two) of his/her 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 project, check papers or tests, and so forth.
- I am requiring students to observe one hour of after school activities. Examples of acceptable extracurricular activities include faculty meetings, after-school dances, clubs, and athletic practices.

Our hope is that this student will begin to work in your classroom by **February 26th**. Please note that field experiences should occur over a minimum of five visits to your classroom/school, with a maximum length of any one visit of four hours. These scheduled 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. Thank you for your support of this Mason student and his/her development as a future teacher.

Sincerely,

Jori Beck, M.A.

Doctoral candidate

College of Education and Human Development

George Mason University

jbeck12@masonlive.gmu.edu; (570) 490-3594

Appendix C: 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 he/she 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 four hours), and that all of these hours must involve direct interaction or observation 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 field work is to gain experience with the day-to-day workings of a teacher and his/her 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**

Appendix D: Lesson Plan Template

Objective:	
Warm-up/Anticipatory set (5-10 minutes):	
Active Learning Strategy (10-20 minutes):	
Closure (5-10) minutes:	
Assessment (worksheet, group discussion, exit ticket, etc.):	

Materials needed:

Appendix E: Sample Interview Questions

1. Tell me a little bit about why you decided to teach.
2. Why do you enjoy teaching?
3. What is your favorite thing about teaching?
4. Walk me through a typical lesson in your classroom.
5. What are your beliefs about classroom management?
6. How do you incorporate culturally responsive pedagogy or multicultural teaching strategies into your teaching?
7. How do you know when a student has understood something?
8. How do you motivate students in the classroom.
9. What is your least favorite aspect of teaching?
10. How has standardized testing or other federal legislation impacted your teaching?