

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUC 300
Introduction to Teaching, Section 001 (3 credits)
Fall, 2013
Tuesdays, 7:20-10:00 pm
Thompson Hall, Room L013

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Office hours: By appointment

I. COURSE DESCRIPTION:

1. Prerequisites/Corequisites: None

2. University Catalog Course Description: This course is an introduction to educational issues and is not applicable to graduate-level teacher education programs. This course examines the roles of the teacher, nature of American schools, and potential contributions of students. This course requires a school-based field experience.

II. STUDENT LEARNING OUTCOMES: As a result of full participation in the course, student will be able to:

1. Describe the nature of American schools, today's diverse students, and the issues they face
2. Explain the 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. PROFESSIONAL STANDARDS: Not applicable.

IV. TASKSTREAM REQUIREMENTS: Not applicable.

V. GMU POLICIES AND RESOURCES FOR STUDENTS:

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

2. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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/>).
5. 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/>).
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. 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/>).

VI. PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times.

VII. CORE VALUES COMMITMENT: The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles (See <http://cehd.gmu.edu/values/>).

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

VIII. 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* (7th ed.). Upper Saddle River, NJ: Merrill. ISBN: 978-0137157266

Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association

IX. Grading, Policies, and Course Assignments:

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 must 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. Early submissions of any assignment are welcome. **Please label all documents with your last name and title of the assignment** (e.g., Bagnall_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 cannot contribute to class if you are not there.

Technology Policy: When you are using cell phones, laptops, etc., please be considerate 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. Class Participation (48 points [3 points per class]): 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.

	3 points	2 points	1 point
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 typing 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 typing theory/readings to practice.	It is not evident from the student’s contributions that he/she has completed any of the required readings. Comments/questions do not show any evidence of typing theory/readings to practice.
Frequency	The student consistently	The student somewhat consistently	The student infrequently or never

	contributes to class discussions.	contributes to class discussions.	contributes to class discussions.
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B. Quizzes (28 points [2 points per quiz]): Beginning on the second week of the course (September 3rd), there will be a short quiz (8 questions) each night covering the assigned readings. If you are absent from class, you will not be allowed to make up the quiz for that class.

C. Current Education Issue Presentation and Lesson Plan (30 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). **Each designated week must be filled before students will be allowed to “double up” on an issue. 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 points	3 points	2 points	1 point
Content	The content of the presentation is relevant to the audience (i.e. discusses current	The content of the presentation is mostly relevant to the audience (i.e.	The content of the presentation is barely relevant to the audience (i.e. discusses	The content of the presentation is not relevant to the audience (i.e. does not discuss

	issues and is practical) and appropriate to the topic.	discusses current issues and is practical) and somewhat appropriate to the topic.	current issues and is practical) and hardly appropriate to the topic.	current issues and is not practical) and is not appropriate to 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 6th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6th 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	The handout is somewhat clear; punctuation, grammar, and spelling somewhat interfere with the	The handout is unclearly written; punctuation, grammar, and spelling interfere with the message.

		interfere with the message.	message.	
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D. Educational Autobiography and Reflection (15 points each = 30 points):

Autobiography: It is 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, September 10th.**

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, September 24th.**

	5 points	4 points	3 points	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.
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 the relevant questions from the assignment description in the syllabus.
Critical Reflection/Bloom's Taxonomy	The paper shows a complex level of thinking (i.e., synthesis or evaluation). The paper	The paper somewhat shows a complex level of thinking (i.e., synthesis or evaluation).	The paper shows a lower level of thinking (i.e., comprehension or knowledge). The paper barely critiques past	The paper shows a lower level of thinking (i.e., comprehension or knowledge). The paper does not critique past

	critiques past experiences and makes connections to personal life.	The paper somewhat critiques past experiences and makes connections to personal life.	experiences and makes connections to personal life.	experiences and makes connections to personal life.
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E. 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 highly 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, October 1st. The final interview to include your reflection is due Tuesday, October 22nd.**

	5 points	4 points	3 points	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.
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 the relevant questions from the assignment description in the syllabus.
Critical Reflection/Bloom's	The paper shows a	The paper somewhat	The paper shows a lower level of	The paper shows a lower level of

Taxonomy	complex level of thinking (i.e., synthesis or evaluation). The paper critiques past experiences and makes connections to personal life.	shows a complex level of thinking (i.e., synthesis or evaluation). The paper somewhat critiques past experiences and makes connections to personal life.	thinking (i.e., comprehension or knowledge). The paper barely critiques past experiences and makes connections to personal life.	thinking (i.e., comprehension or knowledge). The paper does not critique past experiences and makes connections to personal life.
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F. Movie Reflections (15 points each = 30 points): During the course, you will watch two movies in class—*The Lottery* and *Waiting for Superman*. Each of these movies address controversial issues that you will/may encounter as a teacher. After viewing each of these movies, consider the following questions: What was your initial reaction? How will these issue(s) affect/impact you as a teacher? How will these issue(s) affect/impact your future students? Reflect on these movies in 1-2 pages. The reflection on *The Lottery* is **due Tuesday, October 8th**, and the reflection on *Waiting for Superman* is **due Tuesday, November 5th**.

	5 points	4 points	3 points	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.
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 the relevant questions from the assignment description in the syllabus.
Critical Reflection/Bloom's Taxonomy	The paper shows a complex level of thinking (i.e., synthesis or	The paper somewhat shows a complex level of thinking (i.e.,	The paper shows a lower level of thinking (i.e., comprehension or knowledge).	The paper shows a lower level of thinking (i.e., comprehension or knowledge).

	evaluation). The paper critiques past experiences and makes connections to personal life.	synthesis or evaluation). The paper somewhat critiques past experiences and makes connections to personal life.	The paper barely critiques past experiences and makes connections to personal life.	The paper does not critique past experiences and makes connections to personal life.
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G. 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, October 29th; the other seven and a half hours and the final reflection are due Tuesday, December 3rd. 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).**

	10 points	8 points	6 points	4 points
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 from the message of the paper.	Most of the journal entries and final reflection are somewhat unclearly written; punctuation, grammar, and spelling somewhat interfere from 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.
Content	All entries and the final reflection tie fieldwork	Most entries and the final reflection tie fieldwork	Some entries and the final reflection tie fieldwork	Neither the entries nor the final reflection tie fieldwork

	experiences to classroom discussions and/or reading.	experiences to classroom discussions and/or reading.	experiences to classroom discussions and/or reading.	experiences to classroom discussions and/or reading.
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 critique experiences and make 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 and 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 and make connections to personal life.

H. Philosophy of Teaching and Presentation of Graphic (30 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 your Philosophy of Teaching paper due Tuesday, December 10th. If you fail to present your graphic, I will deduct five points from your grade for this assignment.**

	5 points	4 points	3 points	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.
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 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.

		the syllabus.		
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.
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6th ed. guidelines.

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

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

VI. Class Schedule:

Day	Topic/Activity	Assignments Due	Homework
Tuesday, August 27th	Introduction to Course: --Introductions --Review syllabus --Current education issue presentation sign-ups --APA 6th Edition --Classroom strategies: line-ups and four corners		--Register for Field Experience -- <i>Joy of Teaching</i> , Chapter 1 -- <i>Foundations of American Education</i> , Chapters 1 & 2 --Prepare for quiz
Tuesday, September 3rd	The Teaching Profession: --Model current education issue	--Quiz #1	-- <i>Joy of Teaching</i> , Chapter 2

	<p>presentation on VA Teacher Licensure</p> <p>--<i>American Teacher</i> video</p> <p>--Classroom strategies: warm-ups and exit tickets</p>		<p>--<i>Foundations of American Education</i>, Chapters 9 & 10</p> <p>--Prepare for quiz</p> <p>--Educational Autobiography</p>
Tuesday, September 10th	<p>Students:</p> <p>--Current Education Issue presentations</p> <p>--Classroom strategies: Differentiation</p>	<p>--Quiz #2</p> <p>--Educational Autobiography</p>	<p>--<i>Joy of Teaching</i>, Chapter 3</p> <p>--Prepare for quiz</p>
Tuesday, September 17th	<p>Families and School Context:</p> <p>--Current Education Issue presentations</p> <p>--Classroom strategies: Parking Lot</p>	<p>--Quiz #3</p>	<p>--<i>Joy of Teaching</i>, Chapter 4</p> <p>--<i>Foundations of American Education</i>, Chapters 11, 12, & 13</p> <p>--Prepare for quiz</p> <p>--Educational Autobiography Reflection</p>
Tuesday, September 24th	<p>Schools:</p> <p>--Current Education Issue presentations</p> <p>--Classroom strategies: Carousel Walk</p>	<p>--Quiz #4</p> <p>--Educational Autobiography Reflection</p>	<p>--<i>Joy of Teaching</i>, Chapter 5</p> <p>--<i>Foundations of American Education</i>, Chapters 5 & 6</p> <p>--Prepare for quiz</p> <p>--Teacher Interview Questions</p>
Tuesday, October 1st	<p>History of School:</p> <p>--Current Education Issue presentations</p> <p>--<i>The Lottery</i> video</p> <p>--Classroom strategies: Graphic organizers</p>	<p>--Quiz #5</p> <p>--Teacher Interview Questions</p>	<p>--<i>Joy of Teaching</i>, Chapter 6</p> <p>--<i>Foundations of American Education</i>, Chapter 8</p> <p>--Prepare for quiz</p>
Tuesday, October 8th	<p>Social Context of School:</p> <p>--Current Education Issue presentations</p> <p>--Classroom strategies: Frayer Model or ladders (vocabulary)</p>	<p>--Quiz #6</p> <p>--Reflection on <i>The Lottery</i></p>	<p>--<i>Joy of Teaching</i>, Chapter 7</p> <p>--<i>Foundations of American Education</i>, Chapters 3 & 4</p> <p>--Prepare for quiz</p> <p>--Teacher Interview</p>
Tuesday, October 15th	NO CLASS		
Tuesday, October 22nd	<p>Teaching Philosophies:</p> <p>--Current Education Issue presentations</p>	<p>--Quiz #7</p> <p>--Teacher Interview</p>	<p>--<i>Joy of Teaching</i>, Chapter 8</p> <p>--<i>Foundations of</i></p>

	--Classroom strategies: Jigsaw and Who Am I?		<i>American Education</i> , Chapter 7 --Prepare for quiz --Field Experience Journal and Hour Log (7.5 hours)
Tuesday, October 29th	Learning Outcomes: --Current Education Issue presentations -- <i>Waiting for Superman</i> video --Classroom strategies: Designing Rubrics	--Quiz #8 --Field Experience Journal and Hour Log (7.5 hours)	-- <i>Joy of Teaching</i> , Chapter 9 -- <i>Foundations of American Education</i> , Chapter 14 --Prepare for quiz -- <i>Waiting for Superman</i> video reflection
Tuesday, November 5th	Instruction: --Current Education Issue presentations --Classroom strategies: Cooperative Learning	--Quiz #9 -- <i>Waiting for Superman</i> video reflection	-- <i>Joy of Teaching</i> , Chapter 10 --Prepare for quiz
Tuesday, November 12th	Technology and Education: --Current Education Issue presentations --Classroom strategies: Khan Academy	--Quiz #10	-- <i>Joy of Teaching</i> , Chapter 11 -- <i>Foundations of American Education</i> , Chapter 15 --Prepare for quiz
Tuesday, November 19th	Assessment: --Current Education Issue presentations --Classroom strategies: Tips for Providing Feedback to Students	--Quiz #11	-- <i>Joy of Teaching</i> , Chapter 12 --Prepare for quiz
Tuesday, November 26th	Classroom Management: --Current Education Issue presentations --Classroom strategies: Student Behavior Log	--Quiz #12	-- <i>Joy of Teaching</i> , Chapter 13 --Prepare for quiz --Field Experience Journal and Hour Log (7.5 hours) --Happy Thanksgiving!
Tuesday, December 3rd	Success in Teaching: --Current Education Issue presentations --Classroom strategies: Role Playing or Skits	--Quiz #13 --Field Experience Journal and Hour Log (7.5 hours)	-- <i>Joy of Teaching</i> , Chapter 14 --Prepare for quiz --Philosophy of Teaching and Graphic
Tuesday, December 10th	Personal Philosophy of Teaching: --Presentations of Graphic --Course evaluations	--Quiz #14 --Philosophy of Teaching and Graphic	--Good Luck in your Teaching Career!

Appendix A: Field Experience Hours/Activity Log

Deliver this log to your mentor teacher on the first day of your field experience. You must complete a minimum of 15 hours of field experience, most of which will consist of observation, but may also involve interactions with individual students or small/large groups of students. At least one hour should consist of observing an extra-curricular or after-school activity: faculty meeting, athletic practice, or club meeting. Your 15 hours should be spread across a minimum of five sessions, with no single session lasting longer than four hours. Submit this signed log to Jeannine Bagnall by **Tuesday, December 3, 2013.**

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Date	Activities Observed	Activities as Participant (if applicable)	Total Hours

Grand Total: _____

GMU/Student Signature/Date: _____ / _____

Mentor Teacher Signature/Date: _____ / _____

Appendix B: Field Experience Letter

Dear Educator,

My name is Jeannine Bagnall and I am 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. Students who are interested in learning more about education take this course. As a 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 to 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 may be taking; therefore, each student may have widely varying levels of experience working with children and adolescents. The specific expectations for this field experience include:

- To complete a minimum of 15 hours of tutoring and/or observation with the possibility of general interaction with students in your classroom.
- To become familiar with the general daily efforts of youth and teachers in educational settings to include learning styles, curricula, teaching strategies, teaching and learning challenges, and management strategies.
- To receive guidance from you regarding strategies used to support students and their learning, and if appropriate, an opportunity to plan a mini-lesson (or two) of his/her own (with input from you).
- To observe your classroom instruction, work with individual(s) or small group(s) of students, work with an individual student(s) or small groups on assignments or project(s), check papers or tests, and so forth.
- To observe one hour of after school activities. Examples of acceptable extracurricular activities include faculty meetings, after-school dances, clubs, and athletic practices.

The hope is that this student will begin to work in your classroom by **October 15th**.

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 in your classroom.

Please feel free to 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,

Jeannine A. Bagnall, M.S.Ed.

Doctoral Candidate, College of Education and Human Development, George Mason University
jbagnall@masonlive.gmu.edu, (202) 669-2738

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 my students and me 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 fieldwork 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?