



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

EDUC 522, "Foundations of Secondary Education" (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Associate Professor

Office/Hours: Meetings face-to-face or via Skype or phone

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Class Meetings

Tuesdays/Thursdays, 4:30-7:10 pm, June 3rd – July 24th

Please note that for twelve sessions our class will meet face-to-face on the Fairfax campus (Music Theatre Building 1007) and for four sessions via asynchronous means (Blackboard and/or other technologies). Small group conferences will be held during the first week of class. Students may request a face-to-face, voice, or chat conference at any time; voice and chat conferences will be conducted via Skype or phone. Please include your Skype name in your conference request. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Course 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 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. This course supports these values by providing students with learning experiences that necessitate collaboration; providing students opportunities to reflect on their teaching and leadership roles in classroom and school contexts; calling on students to develop and participate in innovative research-based practice; and requiring students to reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below. See <http://cehd.gmu.edu/values/> for more information.

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; INTASC standards 1, 2);
- recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration, INTASC standards 2, 3)

- 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; INTASC standard 3);
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (Social Justice, Collaboration, INTASC standards 2, 3);
- 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 the purposes of school that you recognize.

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?

GMU/CEHD Policies and Resources for Students

George Mason University and the College of Education and Human Development expect that all students abide by the following:

- Professional Dispositions: Students are expected to exhibit professional behavior and dispositions at all times. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:
 - Commitment to the profession
 - Promoting exemplary practice
 - Excellence in teaching and learning
 - Advancing the profession
 - Engagement in partnerships
 - Commitment to honoring professional ethical standards
 - Fairness
 - Honesty
 - Integrity
 - Trustworthiness
 - Confidentiality
 - Respect for colleagues and students
 - Commitment to key elements of professional practice
 - Belief that all individuals have the potential for growth and learning
 - Persistence in helping individuals succeed
 - High standards
 - Safe and supportive learning environments
 - Systematic planning
 - Intrinsic motivation
 - Reciprocal, active learning
 - Continuous, integrated assessment
 - Critical thinking
 - Thoughtful, responsive listening
 - Active, supportive interactions
 - Technology-supported learning
 - Research-based practice

- Respect for diverse talents, abilities, and perspectives
 - Authentic and relevant learning
 - Commitment to being a member of a learning community
 - Professional dialogue
 - Self-improvement
 - Collective improvement
 - Reflective practice
 - Responsibility
 - Flexibility
 - Collaboration
 - Continuous, lifelong learning
 - Commitment to democratic values and social justice
 - Understanding systemic issues that prevent full participation
 - Awareness of practices that sustain unequal treatment or unequal voice
 - Advocate for practices that promote equity and access
 - Respects the opinions and dignity of others
 - Sensitive to community and cultural norms
 - Appreciates and integrates multiple perspectives
- Students must follow the guidelines of the George Mason University Honor Code. See <http://oai.gmu.edu/the-mason-honor-code/> for the full honor code. Please note that:
 - “Plagiarism encompasses the following:
 - Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 - Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
 - 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.
- All students must follow the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.
- 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>].
- 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/>].
- 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.
- 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: <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

Required

- Gorski, P. & Zenkov, K. (Eds). (2014). *The big lies of school reform: Finding better solutions for the future of public education*. New York: Routledge.
- Halse Anderson, L. (2009). *Speak* (Tenth Anniversary Edition). New York: Penguin Group.
- Schniedewind, N. & Davidson, E. (2006). *Open minds to equality: A source book of learning activities to affirm*. Milwaukee, WI: Rethinking Schools.

Recommended

- Jossey-Bass. (2003). *The Jossey-Bass reader on teaching*. San Francisco, CA: Jossey-Bass/Wiley. ISBN: 0-7879-6240-6.
- Rethinking Schools (2003). *Rethinking school reform*. ISBN: 0-942961-29-3.
- Spring, J. (2010). *American Education* (14th ed). Boston, MA: McGraw Hill, ISBN: 978-0-07-337868-8.

Additional readings will be available on-line (via Blackboard and other technology means) and/or in class, from 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:

- 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
- 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)
- 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:

- Mini-lectures, activities, and discussions led by the instructors, co-instructors, and students and supported by our readings from our course texts and selected other materials
- Discussions and modeling of teaching strategies
- On-line and face-to-face small and whole group meetings in which we engage around each others' efforts to 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 reflections and assignments and respond to peers' and instructors' postings and feedback by midnight on any given online class session day. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. GMU's BlackBoard course framework and other online discussion board systems 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 your last name, the name of the assignment, and the date you are submitting it (e.g., the philosophy paper for Adam Smith: (Smith Philosophy Paper 9-1-14). 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 or other online discussion assignments is midnight of the night of the day of the listed due date. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

Class and Discussion Board Attendance and Participation (30 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 our campus class sessions, online activities, 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. 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.

During our online class sessions participants are expected to log onto Blackboard or the alternative web-based discussion tools at least three times. Each member of our class will be responsible for contributing at least one posting to each discussion and responding to at least three peers. 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*.

Purposes of School Photovoice Project (10 points)

One of the grandest assumptions we will make is that our students can be the richest source for learning how to teach. This assignment will ask you to think about, explore, and document your own and one student's relationships to and experiences with school. You will have to identify and connect with a young person of approximately the same age and demographics as the students you are teaching or you hope to teach. You will answer with photographs and writings five questions:

- What do you and this student believe are the purposes of school? And how and where did you and this student learn about these purposes?
- What supports your own and this student's ability to attend and be successful in school?
- What impedes your own and this student's ability to attend and be successful in school?
- What does the word "justice" mean to you personally and as a future teacher? What does the word "justice" mean to this student in school and out of school?

Be sure to draw some conclusions about how this student's experiences with school and notions of justice have given you insight into your own development as a teacher and your approach to teaching. The final project will take the form of an illustrated PowerPoint (or other presentation) that includes ten photographs—two each for the four questions above, one from you and one from your student, plus two related to the conclusions you draw—and a paragraph related to each of these images. Take risks, be creative, and embrace the freedom that this project provides.

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 pages 1-2 of our syllabus) as well as standards of learning for your content area (both state and national—please note that 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. *Note: You have the option of choosing/creating an alternative form through which you will share your Philosophy of Teaching: You are not required to write a paper for this project.*

Guiding questions:

- What is the purpose of schooling?
- What is the nature of the learner in the 21st century?
- What is the nature of one subject matter area you wish to teach?
- What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What approaches to classroom management do you prefer?
- What learning theories do you most strongly identify with and why?

- What are your objectives as a teacher?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- What teaching methods will you use to work toward your objectives?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions above, you can add your own inquiries – just be sure to identify the specific questions you address. Each of your answers to the questions you address – a minimum of 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 of Teachers of Mathematics (www.nctm.org)
- Science: National Science Teachers Association (www.nsta.org)
- English: National Council of Teachers of English (www.ncte.org)
- Social Studies/History: National Council for the Social Studies (www.socialstudies.org)

Philosophy-in-Action Concept Map and Reflections (10 points)

On the first day of our class you will consider the questions listed as part of the “Philosophy of Teaching Paper” assignment above and craft a concept map on a piece of chart tablet paper. Your objective is to create a graphic representation to help explain what you believe are the factors contributing to our overall state of education, how they relate to one another, and what you ultimately understand to be at the core of our public schooling/education system challenges. Take some time to consider how your personal experiences have influenced and shaped your views. Be prepared to present your pictorial representation to our class during our session and explain the intersections and tensions between the factors you have selected and how you see your personal experience at play in this concept map. Each following day in class you will then complete an exit ticket that details how your answers to any of these questions have changed and how your concept map is evolving, based on our daily readings and our class activities. 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*. Our hope is that this concept map and these exit tickets will help you to craft your best “Philosophy of Teaching” paper at the end of our course.

Fieldwork Research Assistant Project (RAP)/“Critical Incident Reflections” (CIRs) (10 points)

Each student must complete a minimum of 15 hours of field experience for our class. You will pair with a peer in class and you and your partner must co-observe at least half of the required hours. The remaining hours can be scheduled independently of your partner. 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. You might complete any of the activities listed in Appendix C during your fieldwork hours. Your mentor teacher will complete a log indicating dates, times, subject area, grade levels (see Appendix A). You will complete one of the two following assignments while you are conducting your fieldwork hours:

Research Assistant Project

This is a new fieldwork assignment, but we think this might be one of the richest you could complete and would involve you giving back to your mentor teacher in a very authentic way. For this assignment you would not only complete fieldwork hours with your mentor, but you would ask her/him about a lesson with which s/he could use some assistance – one that needs some updating, one that s/he has long wanted to teach but has not been able to prepare for, one with which s/he really struggles. You would then conduct some research on the best methods to teach this lesson, co-plan the lesson with your partner and mentor, gather all of the materials needed to teach the lesson, and ideally co-teach the lesson.

Critical Incidents Reflections

For this assignment you will be required to keep detailed field notes of your observations. On each of the minimum four days you are in your fieldwork site (with or without your partner), you will use the “Critical Incidents Reflections” (or CIR – see Appendix B) to record field notes of what you have observed, detail practices you appreciate, highlight questions you have considered, and identify ways that this experience has altered your “Philosophy-in-Action Reflection” concept map. As a part of each CIR you must include a related artifact that will help us to see what you have experienced.

“Let’s Live Our Teaching Risks, Yeah!” (LLOTRY) Groups (10 points)

Early in our course I will form small groups of students who will choose an additional reading and facilitate a discussion for one of our class sessions. The groups will consider the daily guiding questions and identify a contemporary, seminal, or controversial reading – an article or chapter – that they believe we absolutely *must* encounter to have a richer perspective on the topics of the day. Groups will also identify one activity/discussion strategy that they think represents an important teaching risk – something they anticipate they might do in their own, future classrooms – and engage our class in this activity/discussion strategy to help us make sense of the day’s topics. Write a brief description of this strategy and make copies for everyone in our class and be sure to 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 must begin by choosing an awesome, cheesy name.

The Story of The Perfect Future School (10 points)

Your final and most open-ended project of the semester will be one that calls on you to be your most creative teacher-leader self. For this project you will write and illustrate a story of the *perfect* future school – the one in which you would like to teach, organized in the way you believe schools should be organized, with curricula you think schools should address, etc. You will not write a description of the qualities of this perfect school and your classroom and in it; rather, you will create a picture book that you could share with your future students, maybe as a way to begin your school year in your future classroom, to help young people understand the type of classroom you hope to create with them, and share the positive changes you hope to make in their lives and in the broader community.

Based on everything we have encountered during our course – your philosophy, readings, each other, youth, other teachers, etc. – what do you now believe schools, classrooms, our curricula, and our pedagogies should look like? Specify the practices, policies or expectations that you could implement to make schools the places you believe they should be, paying particular attention to student learning and serving diverse learners with justice-focused opportunities to learn. You might try to answer the questions you addressed in your “Philosophy of Teaching” paper and/or in your “Purposes of School Photovoice Project.” 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!). One additional goal of this project 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 your future students. Please let your brains hurt as you consider what you might create for this project.

Performance Based Assessment on Taskstream

Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to Taskstream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). **In this course, the Philosophy of Teaching paper* (see description above) is your PBA.** Evaluation of your performance-based assessment will also be provided using Taskstream. Failure to submit the assessment to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester. For those new to Taskstream, information and tutorials can be found at <http://cehd.gmu.edu/api/taskstream>.

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.

- 1) "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.
- 2) "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.
- 3) "C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- 4) "F" level score = 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.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Assignments/Possible Points

Class and Discussion Board Attendance and Participation = 30 points

Purposes of School Photovoice Project = 10 points

Philosophy of Teaching Paper = 20 points

Philosophy-in-Action Concept Map and Reflection = 10 points

Fieldwork Research Assistant Project/Critical Incidents Reflections = 10 points

"Let's Live Our Teaching Risks, Yeah" Group = 10 points

The Story of the Perfect Future School = 10 points

Total = 100 points

Selected Bibliography/Resources

Articles/Books

Alvermann, D., & Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times." *Journal of Educational Research*, 93, 3.

Alvermann, D., & Hagood, M. (2000). Fandom and critical media literacy. *Journal of Adolescent and Adult Literacy*, 43 (5).

Alvermann, D.E. (2004). *Adolescents and literacies in a digital world*. New York: Peter Lang.

Alvermann, D.E., & Strickland, D.S. (2004). *Bridging the literacy achievement gap: Grades 4-12*. New York: Teachers College Press.

Atwell, N. (1998). *In the middle: Writing, reading and learning with adolescents* (2nd ed.). Portsmouth, NH: Heinemann.

Bausch, L. (2003). Just words: Living and learning the literacies of our students' lives. *Language Arts*, 80(3), 215-222.

Beers, K. (2002). *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers, 6-12*. Portsmouth, NH: Heinemann.

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General Websites

- 1) George Mason University Library: <http://library.gmu.edu/>
- 2) What Kids Can Do: www.whatkidscando.org
- 3) Through Students' Eyes: www.throughstudenteyes.org
- 4) 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 B
Critical Incidents Reflections Form

Name _____

Date _____

<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>	
<p><u>Philosophy-in-Action</u> How has what you’ve witnessed or done in schools impacted your evolving philosophy of education concept map and the your answers to these philosophy questions?</p>	

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

Appendix C

Suggested Field Experience Activities

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

- Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to teach in that lesson. How are these various disciplines integrated?
- Observe a "discovery" lesson to determine the nature of the investigation and its outcome.
- Observe an "inquiry" lesson to determine the nature of the investigation and its outcome.
- Observe a lesson in which individualization of instruction is a major focus. How does the teacher plan for helping students at different skill levels improve their expertise?
- Talk with the mentor teacher about the kinds of controversial issues which his/her students are studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why. Examples include "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 the internet, etc.
- Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small group 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

3 June 2014

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.

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.

Details	Guiding Questions	Assignment(s)	Reading	Activities
#1 Tues Jun 3 rd <i>Campus</i>	<ul style="list-style-type: none"> Who are we as individuals? What are we doing in this course? 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> <i>Speak</i> read aloud Introductions Course overview, syllabus, and fieldwork
#2 Thurs Jun 5 th <i>Campus</i>	<ul style="list-style-type: none"> Who are we as future teachers? How do we organize to best serve our students and our profession? 	<ul style="list-style-type: none"> Philosophy-in-Action Reflection (PAR) Concept Map 	<ul style="list-style-type: none"> <i>Speak</i>, 1st Marking Period Spring, “The Profession of Teaching” <i>Big Lies</i>: Zenkov, “Lying about teachers and their training” <i>Big Lies</i>: Swalwell, “Teachers’ Unions” <i>Open Minds</i>, Ch. 3 	<ul style="list-style-type: none"> <i>Speak</i> read aloud Small group conferences “Perfect Teacher” and “Perfect Student”
#3 Tues Jun 10 th <i>Online</i>	<ul style="list-style-type: none"> Who are our students? 	<ul style="list-style-type: none"> Online Philosophy-in-Action Reflection (PAR) 	<ul style="list-style-type: none"> <i>Big Lies</i>/Ladson-Billings, “The Pedagogy of Poverty” Gay, “Preparing for Culturally Responsive Teaching” article <i>Open Minds</i>, Ch. 1 	<ul style="list-style-type: none"> Discussion Board
#4 Thurs Jun 12 th <i>Campus</i>	<ul style="list-style-type: none"> What are our students’ relationships to school? How can we learn from them to become better teachers? 	<ul style="list-style-type: none"> Philosophy-in-Action Reflection (PAR) (in class) Purposes of School Photovoice Project 	<ul style="list-style-type: none"> “Don’t Call Them Dropouts” report “Voices in Urban Education” report Zenkov, “Seeing the Pedagogies” article <i>Open Minds</i>, Ch. 2, 4 	<ul style="list-style-type: none"> <i>Speak</i> read aloud Discussion of Purposes of School Photovoice Project

Details	Question(s)/Topic(s)	Assignment(s) Due	Reading	Activities
#5 Tues Jun 17 th <i>Campus</i>	<ul style="list-style-type: none"> How are our students different from/alike each other, us, and their peers from decades/centuries past? In terms of race, gender, learning needs, language, immigration status, etc.? 	<ul style="list-style-type: none"> Philosophy-in-Action Reflection (PAR) (in class) LLOTRY Group #1 Facilitation 	<ul style="list-style-type: none"> <i>Speak</i>, 2nd Marking Period <i>Big Lies</i>/Cummins, “Detangling the Lies” <i>Open Minds</i>, Ch. 5 TBD by LLOTRY Group #1: Dewey, Ch. 1-4, 8; Spring chapter; Reese chapter 	<ul style="list-style-type: none"> <i>Speak</i> read aloud LLOTRY Group #1 Facilitation
#6 Thurs Jun 19 th <i>Online</i>	<ul style="list-style-type: none"> What are the purposes of our schools? 	<ul style="list-style-type: none"> Online Philosophy-in-Action Reflection (PAR) 	<ul style="list-style-type: none"> <i>Big Lies</i>/Gutierrez, “Improving Education” <i>Open Minds</i>, Ch. 6 	<ul style="list-style-type: none"> Discussion Board or other technology-based discussion method
#7 Tues Jun 24 th <i>Campus</i>	<ul style="list-style-type: none"> What are the assumptions our federal, state, and district policies make about our students and their communities? 	<ul style="list-style-type: none"> Philosophy-in-Action Reflection (PAR) (in class) LLOTRY Group #2 Facilitation 	<ul style="list-style-type: none"> <i>Big Lies</i>/Gorski, “Poverty” <i>Open Minds</i>, Ch. 7 TBD by LLOTRY Group #2 	<ul style="list-style-type: none"> <i>Speak</i> read aloud LLOTRY Group #2 Facilitation
#8 Thurs Jun 26 th <i>Campus</i>	<ul style="list-style-type: none"> What are the major factors federal, state, and district policies consider in school organization? 	<ul style="list-style-type: none"> Philosophy-in-Action Reflection (PAR) (in class) LLOTRY Group #3 Facilitation Philosophy of Teaching Paper draft 	<ul style="list-style-type: none"> <i>Big Lies</i>/Renee & Trujillo, “The Trouble” <i>Open Minds</i>, Ch. 8 TBD by LLOTRY Group #3: “Education Reform and Competitiveness” article 	<ul style="list-style-type: none"> <i>Speak</i> read aloud LLOTRY Group #3 Facilitation Discussion of Philosophy of Teaching Paper draft

Details	Question(s)/Topic(s)	Assignment(s) Due	Reading	Activities
#9 Tues Jul 1 st Campus	<ul style="list-style-type: none"> • What other interests play a role in how schools are structured and funded? 	<ul style="list-style-type: none"> • Philosophy-in-Action Reflection (in class) • LLOTRY Group #4 Facilitation • Fieldwork RAP plan or CIR #1 	<ul style="list-style-type: none"> • <i>Speak</i>, 3rd Marking Period • <i>Big Lies</i>/Anderson & Oakes, “The Truth” • <i>Big Lies</i>/Au, “Seeing Students” • <i>Open Minds</i>, Ch. 9 • TBD by LLOTRY Group #4 	<ul style="list-style-type: none"> • <i>Speak</i> read aloud • LLOTRY Group #4 Facilitation • Discussion of Fieldwork RAP plan or CIR #1
#10 Thurs Jul 3 rd Online	<ul style="list-style-type: none"> • What is most important for our students to learn in our nation, as citizens, to be productive members of society? 	<ul style="list-style-type: none"> • Online Philosophy-in-Action Reflection (OPAR) 	<ul style="list-style-type: none"> • <i>Big Lies</i>/Cody, “The Common Core” • Damon, “Failing Liberty 101” article 	<ul style="list-style-type: none"> • Discussion Board or other technology-based discussion method
#11 Tues Jul 8 th Campus	<ul style="list-style-type: none"> • What is most important to learn in your subject area, to serve students’ immediate and long-term interest? 	<ul style="list-style-type: none"> • Philosophy-in-Action Reflection (in class) • LLOTRY Group #5 Facilitation 	<ul style="list-style-type: none"> • <i>Open Minds</i>, Ch. 10 • TBD by LLOTRY Group #5 	<ul style="list-style-type: none"> • <i>Speak</i> read aloud • LLOTRY Group #5 Facilitation
#12 Thurs Jul 10 th Campus	<ul style="list-style-type: none"> • How should students be taught to best serve them as citizens and as productive members of society? 	<ul style="list-style-type: none"> • Philosophy-in-Action Reflection (in class) • LLOTRY Group #6 Facilitation 	<ul style="list-style-type: none"> • <i>Big Lies</i>/Dudley-Marling, “Direct Instruction” • TBD by LLOTRY Group #6: Graseck, “Teaching with Controversy” article; Cooper, “Eliciting Engagement” article 	<ul style="list-style-type: none"> • <i>Speak</i> read aloud • LLOTRY Group #6 Facilitation

Details	Question(s)/Topic(s)	Assignment(s) Due	Reading	
#13 Tues Jul 15 th <i>Online</i>	• What is the best evidence of our students’ learning?	• Online Philosophy-in-Action Reflection (PAR)	• <i>Speak</i> , 4 th Marking Period • <i>Big Lies</i> /Meier, “The Test”	• Discussion Board or other technology-based discussion method
#14 Thurs Jul 17 th <i>Campus</i>	• What is the best evidence of your success as teacher?	• Philosophy-in-Action Reflection (PAR) • Fieldwork documentation, RAP report and/or CIRs • Story of Future Perfect School draft	• Strauss, “What Teachers Do” article • <i>Open Minds</i> , Ch. 11	• <i>Speak</i> read aloud • Discussion of fieldwork, RAP and/or CIRs • Discussion of Story of Future Perfect School project
#15 Tues Jul 22 nd <i>Campus</i>	• What are the pressing issues with which we must be concerned as future teachers/	• Philosophy-in-Action Reflection (PAR) • Story of Future Perfect School project	• “Time for Teachers” report	• <i>Speak</i> read aloud • Sharing of Story of Future Perfect School projects • Course evaluations
#16 Thurs Jul 24 th <i>Optional</i>	• All final projects due	• Philosophy of Teaching Paper final (via Taskstream)	• None	• None