



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

EDUC 522, "Foundations of Secondary Education" (Section A02) (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Professor
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Class Meetings

Tues/Thurs, 4:30-6:35 pm, May 17th - Jun 16th (face-to-face); Sat, asynchronous, May 21st - Jun 18th
For ten sessions our class will meet face-to-face on the Fairfax campus (Robinson A 243) and for five sessions via asynchronous means (Blackboard and/or other technologies). Students may request a face-to-face, voice, or chat conference at any time; voice and chat conferences will be conducted via Skype, Google Hangout, or phone. 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. You will have the option of engaging in a project-based clinical experience with Dr. Zenkov or Dr. Pellegrino or, with assistance from the Clinical Practice Office, 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 Standards

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning

environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- **Standard #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- **Standard #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- **Standard #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.
- Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth, and to advance the profession.

Course Objectives and 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);
- recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration)
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (Social Justice, Innovation);
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (Social Justice, Collaboration);
- 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, teacher educator, operating in a hybrid or boundary-spanning capacity, 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 the relationship between notions of the "foundations of school" and the "foundations of teaching."

Finally, I will ask you to think of the teaching strategies we use in class and that you plan for in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

- 1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
- 3) "Ways Through": What are students' "ways through" this text or activity? That is, what strategies and tools are you giving students to make sense of and understand the sources you are using with this assignment? How will students translate the material into their own terms?

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:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

- 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 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 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/>].
- Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times [See http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf].
- 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 [See <http://gse.gmu.edu/>].

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://ready.gmu.edu/masonalert/>. 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/>.

Important Information for Licensure Completion

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e., Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application

- Traditional: September 15
- On-the Job: November 1

Fall internship application

- Traditional: February 15
- On-the Job: May 1

Required Texts

Coates, T. (2015). *Between the world and me*. The Text Publishing Company.

Cushman, K. and the Students of What Kids Can Do. (2013). *The motivation equation: Designing lessons that set kids minds on fire*. The Next Generation Press (best read as e-book; free online at http://www.howyouthlearn.org/educator_resources_motivationequation.html)

Gorski, P. & Zenkov, K. (Eds). (2014). *The big lies of school reform: Finding better solutions for the future of public education*. New York: Routledge.

Articles TBD: Additional readings will be available on-line (via Blackboard and other technology means) and/or in class, providing by me and students in our class.

Recommended Texts

Frosch, M. (2008). *Coming of age in the 21st century: Growing up in America today*. The New Press

Kozol, J. (2006). *The shame of the nation: The restoration of apartheid schooling in America*. Crown Publishing Group.

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*; 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, area teachers, 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 via a face-to-face and online instructional approaches. On-line sessions will be conducted through an asynchronous format, and you will be expected to post your reflections and assignments and respond to peers' and instructors' postings and feedback by midnight on the 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. Please inform me of any accessibility problems the first day of class.

Course Website

Our Blackboard course website will include information and resources important to your successful completion of the course. These will include the Discussion Board, 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 "Virtual Engagement") 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.*

Graduate/Undergraduate Differentiation

Graduate students in this cross-listed course will be required to read both of the article/chapter selections for each class and consider these in light of the class session guiding questions. In general, graduate students will be expected to consider course objectives, activities, and assignments not from just a teacher's perspective but from a teacher-leader's point of view.

Class and Discussion Board/Virtual Engagement 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. Discussion Board/Virtual Engagement 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, or what you are learning about adolescents through our readings.

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.

Purposes of School 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 four questions with writings and other media of your choice:

- 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 is one of the lessons and ideas from school that you and this student believe that you will always want to remember, that you think will matter to your future self?

In addition, be sure to draw some conclusions about how this student’s experiences with school have given you insight into your own development as a teacher and your approach to teaching. The final project must take a multimedia form that includes illustrations or images related to the questions above and to the conclusions you draw, as well as a paragraph related to your answers to these questions and your conclusion. Take risks, be creative, and embrace the freedom that this project provides.

Philosophy-in-Action Concept Map Draft and Updates (20 points)

For the second day of our class you will consider the questions listed as part of the “Philosophy of Teaching Paper” assignment below 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 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. For each following in-class session you will complete an update to this map 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 what you learn about youth from our class readings. Our hope is that this concept map and its updates will help you to craft your best “Philosophy of Teaching” paper at the end of our course.

A Philosophy of Teaching Paper (20 points)

In 5-7 double-spaced pages, describe and illustrate your personal beliefs about teaching based on the issues addressed in class. In your paper, address a minimum of five of the guiding questions listed below. In addition to these questions, you can add your own inquiries—just be sure to identify the specific questions you address. In addition, seek relevant outside sources for additional information and guidance. And, finally, examine the standards of an effective teacher from InTASC standards as well as standards of learning for your content area (both state and national—national association websites are listed below) to help guide you in the development of your teaching philosophy. You will be assessed on the aforementioned criteria in addition to general writing quality.

Guiding questions:

- Who are we and our students? What are our capacities and “literacies”?
- How will we help students to be literate, read, and write for school and beyond?
- How will we build a classroom community that honors our students’ cultures and lives?
- How will we manage our teaching and students’ learning?
- How do we organize our schools and classrooms to best serve our students and our profession?
- What are our students’ relationships to school?
- What are the purposes of school?
- How do we build relationships with students?
- 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 are the assumptions our teaching practices and education policies make about our students and their communities?
- How do we identify teaching objectives and plan lessons?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What approaches to classroom management do you prefer?
- What are the assumptions our teaching practices and education policies make about school organization?
- What learning theories do you most strongly identify with and why?
- What are the most important skills our students need to be empowered citizens, and productive members of society?
- What are your objectives as a teacher?
- How do we teach and organize our classes to best honor all of our students?
- What is the role of the teacher with respect to motivation, instruction, assessment?
- 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?
- What is the best evidence of our students' learning?
- What is the best evidence of your success as teacher?
- How will you best be sustained to remain in the teaching profession?
- How will you engage with your "publics" to best serve your students, yourself, and your schools' constituents?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?
- Who are you now as a teacher? What roles will you and your students play in considering, contributing to, and challenging education policies?

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)

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 traditional research paper for this project. You might choose to write a "Story of the Future Perfect School," through which you 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. Please let your brains hurt as you consider what you might create for this project.

Fieldwork Critical Incident Reflections and Community Mapping (10 points)

Each student must complete a minimum of fifteen hours of field experience for our class. 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. I have provided you with four fieldwork options. Ten of your fieldwork hours must be divided across a minimum four visits to your school site. For each visit complete a "Critical Incident Reflection." Your mentor teacher will complete a log indicating dates, times, subject area, grade levels.

For the "Community Mapping" project you must spend a minimum of five of your required fifteen fieldwork hours in community contexts around your fieldwork school. All communities have assets and resources that

the students bring into the schools, are part of the schools, and can assist the school’s stakeholders (teachers, students, parents). You will collect information from the communities around your fieldwork school. The intent is for you to find community resources that would aid you in your teaching as well as assist your students and your students’ families in the future. Our “Community Mapping” objectives/tasks:

- Identify the community networks and resources available to students and their teachers.
- Identify community assets that students from this school community may bring with them to school and to your classroom.
- Gain a respect for and a knowledge of the people and resources in the community surrounding your school.
- While you are at your fieldwork school, ask questions whenever possible. Find out where students live, work, play, do business, pray and otherwise engage in the community. In effect, which places are essential to their functioning and well-being, their surviving and thriving in their community?
- Make a list of places students, teachers, and other members of the community tell you are important places where students gather and interact.
- Review a map of the community from the Internet. Take some time to drive around the community to get a sense of where places are. What might be interesting places to explore and document? Where might you find students gathering outside of school? And where might community assets be found?
- Thinking about each site you intend to visit, write a list of questions you might ask people at these sites. Write questions that will help you identify assets.
- Tour the community and stop at designated sites and others you determine along the way. Talk to the people you meet about the community and the school. Be sure to capture images that you can use to illustrate what you find.

The final form of this project must be a map of some sort through which you illustrate and describe answers to the questions above and/or meets the objectives and complete the tasks above.

“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 two discussions for our class. The groups will consider the daily guiding questions and identify a contemporary and/or controversial reading. Groups will also identify one virtual engagement strategy and one face-to-face discussion strategy that they think represent important teaching risks—strategies they anticipate they might use in their own, future classrooms. They will lead us in this virtual engagement strategy over each weekend preceding the class session when they facilitate the class using this discussion strategy to help us make sense of the day’s topics. Write a brief description of both strategies—the virtual and the face-to-face forms—and make copies for everyone in our class, making sure to suggest modifications and extensions of this strategy for use with a variety of secondary subjects, grade levels, student populations, and student needs/abilities. Each group must begin by choosing an awesome, cheesy name.

Performance Based Assessment on Tk20

Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to Tk20 (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 Tk20. Failure to submit the assessment to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. For the Summer 2016 section of our course, we will be using two rubrics to evaluate your Philosophy of Teaching paper (see below) and we will be piloting the use of the InTASC standards as evaluation criteria.

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.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

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.

Assignments/Possible Points

Class and Discussion Board/Virtual Engagement Attendance and Participation = 30 points

Purposes of School Project = 10 points

Philosophy-in-Action Concept Draft and Updates = 20 points

A Philosophy of Teaching Paper = 20 points

Fieldwork Critical Incidents Reflections and Community Mapping = 10 points

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

Total = 100 points

Recommended Resources and Selected Bibliography

Articles/Books

Alvermann, D., & Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times."

Journal of Educational Research, 93, 3.

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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.throughstudentseyes.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>

Details	Topics and Guiding Questions	Assignment(s)	Reading(s)	Activities
#1 Tues May 17 th Campus	<ul style="list-style-type: none"> Foundation of school: Lies, truths, and education Foundation of teaching: Classroom community and notions of “literacy” Guiding question(s): Who are we and our students? What are our capacities and “literacies”? How will we help students to be literate, read, and write for school and beyond? 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> <i>Big lies</i>, Introduction <i>Motivation</i>, “Preface” “Willing to Be Disturbed” 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Introductions Course overview, syllabus, and fieldwork Classroom community and literacy activities
#2 Thurs May 19 th Campus	<ul style="list-style-type: none"> Foundation of school: Poverty and class Foundation of teaching: Classroom community and classroom management Guiding question(s): Who are our students? How will we build a classroom community that honors our students’ cultures and lives? How will we manage our teaching and students’ learning? How do we organize our schools and classrooms to best serve our students and our profession? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map draft Purposes of School Project draft 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 1 <i>Motivation</i>, “Introducing the Motivation Equation” Haberman, “Pedagogy of Poverty” Khadaroo, “New Majority” 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Discussion of “Purposes” project Classroom community and management activities
#3 Sat May 21 st Online	<ul style="list-style-type: none"> Virtual Engagement: Considering this week’s readings and the article selected by LLOTRY Group #1, respond to at least two of our guiding questions—at least one from this past week’s class sessions and at least one from our next class session. Be sure to relate your response to at least one specific teaching practice. 	<ul style="list-style-type: none"> Virtual engagement posting and responses 	<ul style="list-style-type: none"> Article TBD by LLOTRY Group #1 	<ul style="list-style-type: none"> Virtual engagement
#4 Tues May 24 th	<ul style="list-style-type: none"> Foundation of school: Purposes of school Foundation of teaching: Building teacher/student relationships Guiding question(s): What are our students’ relationships to school? What are the purposes of school? How do we build relationships with students? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in LLOTRY Group #1 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 2 <i>Motivation</i>, Ch. 1 Dewey, “Experience and Education” Hattie, “Visible Learning” Chaltain, “Quiet Revolution” 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Building student/teacher relationship activities LLOTRY Group #1 discussion
#5 Thurs May 26 th	<ul style="list-style-type: none"> Foundation of school: Curriculum, standards, and instructional models Foundation of teaching: Identifying objectives, planning lessons, and engaging instruction Guiding question(s): What are the assumptions our teaching practices and education policies make about our students and their communities? How do we identify teaching objectives and plan lessons? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in Purposes of School Project final 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 3-4 <i>Motivation</i>, Ch. 2 Cremin, “The Progressive Movement” Ogbu, “Understanding Cultural Diversity” 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Objectives and planning activities Discussion of “Purposes” project
#6 Sat May 28 th Online	<ul style="list-style-type: none"> Virtual Engagement: Considering this week’s readings and the article selected by LLOTRY Group #2, respond to at least two of our guiding questions—at least one from this past week’s class sessions and at least one from our next class session. Be sure to relate your response to at least one teaching practice. 	<ul style="list-style-type: none"> Virtual engagement posting and responses 	<ul style="list-style-type: none"> Article TBD by LLOTRY Group #2 	<ul style="list-style-type: none"> Virtual engagement

Details	Topics and Guiding Questions	Assignment(s)	Reading(s)	Activities
#7 Tues May 31 st Campus	<ul style="list-style-type: none"> Foundation of school: Tracking Foundation of teaching: Differentiating instruction Guiding question(s): What are the assumptions our teaching practices and education policies make about school organization? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in LLOTRY Group #2 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 9 <i>Motivation</i>, Ch. 3 McCoy, "Newcomers and International Academies" Collins, "Educational Stratification" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Differentiating instruction activities LLOTRY Group #2 discussion
#8 Thurs Jun 2 nd Campus	<ul style="list-style-type: none"> Foundation of school: The "public" and private Foundation of teaching: Discussion methods Guiding question(s): What are the most important skills our students need to be empowered citizens, and productive members of society? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 11 <i>Motivation</i>, Ch. 4 Sanchez, "Gifted" Delpit, "Other Peoples' Children" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Discussion methods activities
#9 Sat Jun 4 th Online	<ul style="list-style-type: none"> Virtual Engagement: Considering this week's readings and the article selected by LLOTRY Group #3, respond to at least two of our guiding questions—at least one from this past week's class sessions and at least one from our next class session. Be sure to relate your response to at least one teaching practice. 	<ul style="list-style-type: none"> Virtual engagement posting and responses 	<ul style="list-style-type: none"> Article TBD by LLOTRY Group #3 	<ul style="list-style-type: none"> Virtual engagement
#10 Tues Jun 7 th Campus	<ul style="list-style-type: none"> Foundation of school: Diversity in our classrooms Foundation of teaching: Grouping mechanisms Guiding question(s): How do we teach and organize our classes to best honor all of our students? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in LLOTRY Group #3 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 5 <i>Motivation</i>, Ch. 5 Ladson-Billings, "Culturally Relevant Pedagogy" Paris, "Culturally Sustaining Pedagogy" Paris and Alim, "What Are We Seeking" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion LLOTRY Group #3 discussion
#11 Thurs Jun 9 th Campus	<ul style="list-style-type: none"> Foundation of school: Assessment Foundation of teaching: Formative and summative assessments Guiding question(s): What is the best evidence of our students' learning? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 6 <i>Motivation</i>, Ch. 6 Haertel, "Critique of VAM" Wells, "The Colorblind Myth" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Formative and summative assessment activities
#12 Sat Jun 11 th Online	<ul style="list-style-type: none"> Discussion Board: Considering this week's readings and the article selected by LLOTRY Group #4, respond to at least two of our guiding questions—at least one from this past week's class sessions and at least one from our next class session. Be sure to relate your response to at least one teaching practice. 	<ul style="list-style-type: none"> Discussion Board posting and responses 	<ul style="list-style-type: none"> Article TBD by LLOTRY Group #4 	<ul style="list-style-type: none"> Discussion Board

Details	Topics and Guiding Questions	Assignment(s) Due	Reading(s)	Activities
#13 Tues Jun 14 th Campus	<ul style="list-style-type: none"> Foundation of school: Teacher education, teacher development, and the teaching profession Foundation of teaching: Teacher assessments and action research Guiding question(s): What is the best evidence of your success as teacher? How will you best be sustained to remain in the teaching profession? 	<ul style="list-style-type: none"> Philosophy-in-Action Concept Map check-in LLOTRY Group #4 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 7-8 <i>Motivation</i>, Ch. 7 <i>Between the World and Me</i> Mader, "First Year Teacher Challenges" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Teacher assessments and action research activities LLOTRY Group #4 discussion
#14 Thurs Jun 16 th Campus	<ul style="list-style-type: none"> Foundation of school: School reform and federal policies Foundation of teaching: Teachers as advocates and teacher identity Guiding question(s): Who are you now as a teacher? What roles will you and your students play in considering, contributing to, and challenging education policies? How will you engage with your "publics" to best serve your students, yourself, and your schools' constituents? 	<ul style="list-style-type: none"> Philosophy of Teaching Presentations Fieldwork documentation, RAP report and/or CIRs All final projects due by Sunday, June 19th 	<ul style="list-style-type: none"> <i>Big lies</i>, Ch. 10, 12 <i>Motivation</i>, Ch. 8 <i>Between the World and Me</i> Green, "Teaching as Possibility" 	<ul style="list-style-type: none"> Read aloud of <i>Speak</i> Reading group discussion Teaching identity and advocacy activities Course evaluations
#15 Sat Jun 18 th Online	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD

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

Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log in her/his classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience—10 in a school and 5 in your school's community. Hours in your school must be spread across a minimum of 4 sessions, and these should involve interactions with individual students and small and large groups of students. Submit this signed log at the end of the course to Dr. Zenkov.

GMU Student: _____

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

Dates	Activities as Observer	Activities as Participant	Hours
			Total:

Dates	Community Sites Visited/Observed	Hours
		Total:

Critical Incidents Reflections Form

Name _____

Date _____

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

<p><u>Critical Incidents</u> What were the highlights and lowlights of today's 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 today's work in schools?</p>	
<p><u>"Best Practice" Tips</u> What activities, assignments, or strategies from your today's 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>	

Suggested Field Experience Activities

- Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- Observe a teacher-centered lesson to determine the nature of the teaching and learning and the outcomes.
- Observe a student-centered lesson to determine the nature of the teaching and learning and the outcomes.
- Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- Talk with the mentor teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- Talk with the mentor teacher to find out which method(s) he/she prefers to use and why: teacher-centered, student-centered, problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, "practice" exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our EDUC 522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Teaching Philosophy Assignment					
Criteria/ Rubric Score	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Does Not Meet Standard (1)	Points
Higher-Order Thinking/ Ideas	<ul style="list-style-type: none"> --Assertions and arguments are logical and presented with relevant supporting evidence --Paper presents well-developed analysis and synthesis of ideas (3.76-5.0 points) 	<ul style="list-style-type: none"> --Assertions and arguments are mostly logical and presented with some relevant supporting evidence --Paper presents some effective analysis and synthesis of ideas (2.51-3.75 points) 	<ul style="list-style-type: none"> --Assertions and arguments are sometimes illogical but presented with some relevant supporting evidence --Paper presents little effective analysis and synthesis of ideas (1.26-2.50 points) 	<ul style="list-style-type: none"> --Assertions and arguments are illogical and presented with little or no relevant supporting evidence --Paper presents no effective analysis and synthesis of ideas (0-1.25 points) 	/5
Mechanics and Composition	<ul style="list-style-type: none"> --Use of correct grammar, punctuation and spelling --Sentences are clear, complete and vary appropriately in length and complexity --Words and phrases are effective in conveying ideas and vary enough to become compelling to the reader --Sources referenced and formatted appropriately (3.76-5.0 points) 	<ul style="list-style-type: none"> --Paper contains fewer than four grammar, punctuation and/or spelling errors --Sentences are mostly clear, complete and appropriately varied in length and complexity --Words and phrases are appropriate in conveying ideas and vary somewhat to become compelling to the reader --Sources largely referenced and formatted appropriately with only minor errors (2.51-3.75 points) 	<ul style="list-style-type: none"> --Paper contains more than four grammar, punctuation and/or spelling errors --Sentences are somewhat clear, complete but vary little appropriately in length and complexity --Words and phrases are somewhat appropriate in conveying ideas but do not vary enough to become compelling to the reader --Several formatting errors are noted (1.26-2.50 points) 	<ul style="list-style-type: none"> --Significant grammar, punctuation and/or spelling errors detract from the ability to read the paper --Sentences are largely unclear and do not vary appropriately in length or complexity --Words and phrases are ineffective in conveying ideas and are not varied enough to become compelling to the reader --Sources are not referenced appropriately (0-1.25 points) 	/5
Effective and Appropriate Sources	<ul style="list-style-type: none"> --Examples and ideas are referenced appropriately in terms of connection with concepts as presented --Sources are varied in order to present cohesive and comprehensive information (3.76-5.0 points) 	<ul style="list-style-type: none"> --Examples and ideas are most often referenced appropriately in terms of connection with concepts as presented --Sources are adequately varied in order to present cohesive and comprehensive information (2.51-3.75 points) 	<ul style="list-style-type: none"> --Examples and ideas are rarely referenced appropriately in terms of connection with concepts as presented --Sources are only somewhat varied in order to present cohesive and comprehensive information (1.26-2.50 points) 	<ul style="list-style-type: none"> --Examples and ideas are not referenced appropriately in terms of connection with concepts as presented --Sources are not varied in order to present cohesive and comprehensive information (0-1.25 points) 	/5
APA Formatting	<ul style="list-style-type: none"> --Conforms to APA 6th edition in all citations and references (3.76-5.0 points) 	<ul style="list-style-type: none"> --Conforms to APA 6th edition in citations and references with no more than two errors (2.51-3.75 points) 	<ul style="list-style-type: none"> --Conforms to APA 6th edition in some citations and references, but contains more than three significant errors (1.26-2.50 points) 	<ul style="list-style-type: none"> --Does not conform to APA 6th edition in citations or references (0-1.25 points) 	/10
Total					/20

TEACHER CANDIDATE ASSESSMENT

**George Mason University
College of Education and Human Development
InTASC Internship Evaluation Form**

MIDTERM___FINAL___
Conference Date: ____/____/____

Teacher Candidate: _____ School: _____

Mentor Teacher: _____ Grade/Content: _____

University Supervisor: _____ Semester/Year: _____

4 = Exceeds Expectations -Teacher candidate's performance demonstrates clear, convincing and consistent evidence
3 = Meets Expectations-Teacher candidate's performance demonstrates considerable evidence of meeting expectations
2 = Approaching Expectations -Teacher candidate's performance demonstrates evidence of approaching expectations
1 = Does Not Meet Expectations - Teacher candidate's performance demonstrates he/she does not meet expectations
NA = Teacher candidate's performance in this area is not applicable or not able to be evaluated

***InTASC**-Interstate Teacher Assessment & Support Consortium ***ISTE NETS-T**-International Society for Technology in Education

1. Learner Development (InTASC1) (ISTE NETS-T1) The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	NA	COMMENTS
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.						
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.						
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.						
Composite Rating: Learner Development (InTASC 1) (ISTE NETS-T 1)						

2. Learning Differences (InTASC 2) The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways.						
B. Works with students' Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.						
C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.						
D. Designs instruction to build on learners' prior knowledge and experiences.						
E. Incorporates theories and tools of second language development and acquisition into planning and instruction including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.						
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.						
G. Accesses resources and special services to meet learning differences or needs.						
Composite Rating: Learning Differences (InTASC 2)						

3. Learning Environments (InTASC 3) (ISTE NETS-T 2) The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.						
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.						
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.						
D. Collaborates with learners to evaluate and adjust the learning environment.						
E. Demonstrates respect for the cultural backgrounds and perspectives of learners.						
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.						
Composite Rating: Learning Environments (InTASC 3) (ISTE NETS-T 2)						

4. Content Knowledge (InTASC 4) The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Uses multiple representations and explanations of content.						
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.						

C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.						
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.						
E. Recognizes and corrects learner misconceptions in a discipline.						
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.						
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.						
Composite Rating: Content Knowledge (InTASC 4)						

5. Application of Content (InTASC 5) (ISTE NETS-T 1) The teacher candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Applies content knowledge to real world problems through interdisciplinary projects.						
B. Facilitates learners' use of current technology tools and resources.						
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.						
D. Develops learners' communication skills for varied audiences and purposes.						
E. Supports development of diverse social and cultural perspectives.						
F. Develops and supports learner literacy across content areas.						
Composite Rating: Content Application (InTASC 5) (ISTE NETS-T1)						

6. Assessment (InTASC 6) (ISTE NETS-T3) The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Designs valid formative and summative assessments that match learning objectives.						
B. Uses multiple types of assessment data to document learning and develop instructional activities.						
C. Provides effective feedback to guide learner progress.						

D. Guides learners to assess their own thinking and learning, as well as the performance of others.						
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.						
F. Uses technology to support assessment.						
Composite Rating: Assessment (InTASC 6) (ISTE NETS-T 3)						

7. Planning for Instruction (InTASC 7) (ISTE NETS-T2) The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks.						
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.						
C. Sequences learning experiences effectively.						
D. Plans multiple ways for learners to demonstrate knowledge and skills.						
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.						
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.						
G. Evaluates and adjusts plans to meet short and long range goals.						
Composite Rating: Planning for Instruction (InTASC 7) (ISTE NETS-T 2)						

8. Instructional Strategies (InTASC 8) (ISTE NETS-T1,2,3) The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups.						
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.						
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.						
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.						
E. Engages all learners in developing higher order questioning skills and metacognitive processes.						
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.						
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.						
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.						
I. Provides clear directions and explanations.						
Composite Rating: Instructional Strategies (InTASC 8) (ISTE NETS-T 1,2,3)						

9. Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4) The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.						
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.						
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.						
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.						
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).						
F. Maintains professional appearance.						
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).						
H. Responds to constructive criticism and modifies practices accordingly.						
I. Uses professional, respectful, and grammatically correct language in oral and written communication.						

J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.						
Composite Rating: Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4						

10. Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5) The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with colleagues to share responsibility for decision making and accountability for student learning.						
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.						
C. Supports the mission and vision of the school.						
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.						
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.						
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.						
G. Advocates for learners, the school, the community, and the profession.						
Composite Rating: Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5)						

Signature below indicates participation in the assessment process:

Teacher Candidate: _____ Date: ____/____/____

Mentor Teacher: _____ Date: ____/____/____

University Supervisor: _____ Date: ____/____/____