

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education

EDUC 300 - B01; Introduction to Teaching
3 credits, Summer 2017
June 7th- July 28th, 2016; Tuesdays & Thursdays, 4:30-7:10 p.m.
Aquia Building 213

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Prerequisites: None

Course Description:

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students. Notes: Requires school-based field experience during course. Offered by Graduate School of Education. May not be repeated for credit.

Course Delivery Method: Lecture

Learner Objectives:

This course is designed to enable students to do the following:

1. Describe the nature of American schools and today's diverse students and the issues they face through school-based observations and reflections
2. Research and present a current issue(s) and/or trend(s) in curriculum planning and delivery
3. Identify effective and skillful teachers through examination of a great teacher and research
4. Understand legal and ethical issues in education through case study analysis
5. State a philosophy of teaching drawing from the philosophical foundations of education, personal experiences and deep reflection
6. Describe the formation and governmental influences of American schools through a panel of guest speakers and course readings
7. Discuss professionalism and reflect on their personal potential to contribute to the field of education

Professional Standards:

Professional Standards: Interstate New Teacher Assessment and Support Consortium (INTASC)

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment

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: Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Personal Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Required Textbooks

Canestrari, A. S., & Marlowe, B. A. (2012). *Educational foundations: An anthology of critical readings*. Thousand Oaks, CA: SAGE Publications.

Burke, J., & Krajicek, J. (2006). *Letters to a new teacher: A month-by-month guide to the year ahead*. Portsmouth, NH: Heinemann

*****Please note that other selected readings will be posted on Bb*****

Recommended Text

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Recommended Readings

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: A Rethinking Schools Publication.

Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Freire, P. (1994). *Pedagogy of the oppressed*. New York, NY: Continuum. (Original work published 1970).

Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher (2nd ed.)*. Thousand Oaks, CA: Corwin

Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44, 14-20. Retrieved from <http://www.cec.sped.org>

Nieto, S. (2005). *Why we teach*. New York, NY: Teachers' College Press.

Noguera, P. A. & Wing, J. Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.

Rose, M. (2009). *Why School*. New York: The New Press.

Sornson, B. (2005). *Creating classrooms where teachers love to teach: And students love to learn*. Golden, CO: Love and Logic Institute, Inc.

Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Harvard University Press.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.

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

WEB SOURCES

Teaching Tolerance- <http://www.tolerance.org/>
Rethinking Our Schools- <http://www.rethinkingschools.org/index.shtml>
Zinn Education Project - <https://zinnedproject.org/>
The Freire Project - <http://www.freireproject.org/>
Virginia Department of Education - <http://www.doe.virginia.gov/>
Fairfax County Public Schools – <http://www.fcps.org>
SOL Studying -<http://www.solpass.org>
National Education Statistics Center – <https://nces.ed.gov>
PISA - <http://www.oecd.org/pisa/>
Purdue OWL Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>
TIMSS/PIRLS - <http://timssandpirls.bc.edu/>

Course Requirements/Assignments

Note: Assignments must be submitted into Bb by 4:30PM on the due date or no credit is given. All typed assignments should be double-spaced typed in APA format (e.g., Times New Roman 12-point font, 1-inch margins, etc.). All assignments should be proofread for grammar and errors. Page length will vary based on specific assignment. All rubrics are located under the *Assignments* tab in Blackboard.

A. Class Participation- 15%

Participation, which constitutes 15% of your grade, is expected and is an essential part of class. Students are expected to attend all classes, arrive on time, and stay until the end of class. Class participation is how you engage in the class discussions (See Blackboard for ways to participate in class).

Students are expected to attend all classes, arrive on time, and stay until the end of class.

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

B. Philosophy of Teaching Reflection- 15% **DUE JUNE 20th**

You are in this course because you have an interest in becoming a teacher. I want to know what has driven you to this point in your academic/professional career. Your task is to construct a 3-4 page (APA formatted) reflective essay in which you address the following. Use each question as a heading for your responses.

- What are the experiences that have shaped your desire to become an educator?
- Where do your interests lie regarding population of students you would like to teach (e.g., special education, English Language Learners, Kindergarten, etc.)?
- What do you think being a teacher is like?
- What questions do you have about teaching?
- What concerns do you have about teaching?
- How will your past experiences shape you as a future educator?

Please be prepared to share some of these thoughts with classmates.

	4	3	2	1
Content	The paper explicitly addresses relevant each question from the assignment description in the syllabus.	The paper somewhat addresses each question from the assignment description in the syllabus and/or fails to answer one question.	The paper barely addresses each question from the assignment description in the syllabus and/or fails to answer two questions.	The paper does not explicitly address each question from the assignment description in the syllabus and/or fails to answer three or more questions.
Critical Reflection	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques experiences and makes connections to personal life.	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat critiques experiences and makes connections to personal life.	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques experiences or make connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique experiences or make connections to personal life.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
Format	Paper is 3-4 pages in length and follows the appropriate formatting guidelines	Paper is less than 3 pages but more than 2 pages and somewhat follows the formatting guidelines.	Paper is less than 2 pages but more than 1 pages and barely follows the formatting guidelines.	Paper is less than 1 page and/or is not submitted. Does not follow formatting guidelines.

C. Current Education Issue Presentation- 25% JUNE 22nd, 27th, 29th, JULY 6th, 11th (sign up on first night of class)

Throughout the course discussions and readings we will uncover issues that continually influence the field of education. In pairs, you will be leading the class for approximately 30 minutes on a current education issue of your choice (selected from the list below). **This is not a presentation**

on the assigned reading for the week – your presentation must go beyond the assigned chapter. You will be required to provide a 1-page hand out summarizing key points of your presentation including a bibliography (with a minimum of 5 sources)

Topics include, but are not limited to:

- Every Student Succeeds Act (ESSA)
- Charter schools, vouchers, and school choice
- Behavior intervention strategies
- Classroom management
- Gifted education
- Parent/teacher communication strategies
- Strategies for culturally responsive classrooms
- Special education
- Common Core assessments vs. SOLs
- Title I schools
- National Board Certification

	4	3	2	1
Content	The content of the presentation is relevant to the audience (i.e. discusses current issues and is practical) and appropriate to the topic.	The content of the presentation is mostly relevant to the audience (i.e. discusses current issues and is practical) and somewhat appropriate to the topic.	The content of the presentation is barely relevant to the audience (i.e. discusses current issues and is practical) and hardly appropriate to the topic.	The content of the presentation is not relevant to the audience (i.e. does not discuss current issues and is not practical) and is not appropriate to the topic.
Presentation	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is clear and informative. The presenter used 30 minutes appropriately and spoke clearly.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is mostly clear and informative. The presenter went over or under time by 5 minutes and/or was sometimes difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is barely clear and informative. The presenter went over or under time by 10 minutes and/or was often difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is not clear and informative. The presenter went over or under time by 15+ minutes and/or was difficult to hear.
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.
Handout	The handout is informative and concise (one page front and back or less).	The handout is somewhat informative and/or too short or lengthy (more or less than one page front and back).	The handout is barely informative and is too brief or too lengthy (half a page or two pages front and back or less).	The handout is not informative and pays no attention to page length (one paragraph or more than two pages).

D. School-Based Experiences- 20% DUE JULY 20th

The purpose of the school-based 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.

More information about this assignment will be discussed in class and posted on Blackboard.

Your assessment for this experience will be to create a visual of your choice (e.g., poster, PowerPoint slide, pic collage, Prezi, etc.). More information will be provided on the first day of class and the rubric will be posted on Bb. **You will present your visual in class on July 27th.**

E. Class Reflections/Free Writes- 25% (5% each)

Five times throughout the semester, you will be required to do a “free-write” on your thoughts about the week’s topics and readings. Your reflections should be about the week’s assigned readings, the class discussions, and your relationship about the topic. **Your reflection is not a summary** (please do not regurgitate the readings); I am looking for critical analysis of how the topic/discussion/reading(s) have influenced you as a future teacher. The free writes are due on:

June 13th

June 22nd

July 11th

July 13th

July 20th

As you write, you should build upon each week’s lesson in how all of this information is framing your thoughts as a future teacher. It is required that you include specific examples. **There is no minimum or maximum length for your free-write as it is based on quality and not quantity. Please use the journal feature on Blackboard to input your weekly free-write and type directly into the journal.**

	4	3	2	1
Content	The reflection addresses and connects readings from the week with personal reflection and critical analysis.	The reflection addresses and connects readings from the week with personal reflection.	The reflection attempts to address and connect readings from the week with limited personal reflection.	The reflection does not sufficiently connect readings and does not provide a personal reflection
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Clarity of Writing	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The reflection is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment. All rubrics are posted in this syllabus.

Requirements	Percentage
<i>WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS</i>	
<i>Participation</i>	15%
<i>Teaching Reflection</i>	15%
<i>Current Educational Issue Presentation</i>	25%
<i>Field-based Experiences</i>	20%
<i>Class Reflections/Free Writes</i>	25%
TOTAL POINTS/PERCENTAGE	100%

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 87	C = 73– 77	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Often times, there may not be a right or wrong answer to the topics that we are discussing. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

2. COMMITMENT IS KEY

This course involves a lot of reading. I know that there will be times when you will scan the readings; that is okay. Just be sure to not make this a regular practice as it will affect your participation grade. Both the readings and assignments are based upon research as well as former students’ suggestions for bettering the course in order to best prepare teachers. The assignments and readings build off each other week-by-week. Your brain will get tired as we dive through complex and sometimes controversial topics. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means **no texting, social media, and/or phone calls during class.**

3. ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS

We have entered this safe learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful, and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. Yes, most reading is done outside of the classroom, but how you make sense of the readings through varying

perspectives is the focus of our class time. Additionally, active participation is an important element of this course. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Believe me, if you read and are engaged every week, this class will rock your socks off.

4. FOLLOW DIRECTIONS AND BE PROACTIVE

Most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Blackboard. Though I know you may wait until the last minute to complete some of the course assignments, please pay attention to the requirements of the assignments. If you don't know something, please do not assume; ask questions and be proactive. Also, if you miss a class, it is your responsibility to find out what happened during that class. Because we do participate in life and life becomes busy and we get ill, **one absence** will be granted to each student during the semester. Additional absences reflect upon your participation in class, which hinders your grade. If you know you will miss a class, be proactive and inform me as soon as possible.

5. BE PROUD OF YOUR WORK

Each assignment builds upon the last. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know and I will work with you. Additionally, I cannot read minds, so if you have any questions or concerns throughout the semester, please schedule an appointment with me. I am willing and flexible enough to make adjustments as needed. I want to make sure that you have a meaningful course experience. Again, this is when being proactive will pay off.

Academic Integrity

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts, and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

This class will use APA format. If you do not have the APA manual (6th ed.), a great resource in understanding APA can be found at owl.english.purdue.edu. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact me immediately.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Be sure to give credit to all sources to avoid plagiarism of ideas, concepts, words, and/or work. Paraphrase and cite your sources correctly using APA writing style. Failure to do

so will result in an Honor Code violation.

- Students will be honest with one another and to the instructor.
- Cheating in any capacity will not be tolerated.
- If you have any hesitation, doubt, or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 experiences and academic performance (See <http://caps.gmu.edu/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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.

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: <http://cehd.gmu.edu/values/>.

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to

do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

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

TENTATIVE COURSE SCHEDULE

Class	Date	Topic	Readings/Assignments Due
1	June 6	<p>Introduction: Why teach?</p> <p>Course Overview Course Expectations/Field Experience Why did you choose to pursue teaching? Choose presentations</p> <p><i>Please bring a laptop or device. You will have to sign up for a background check in order to be able to observe in a school.</i></p>	<p>Ed Foundations, 1-28</p> <p>Letters Chapter, 10</p>
Historical Context			
2	June 8	<p>The Story of American Public Schools</p> <p>Purpose of Education; has it evolved Are you born a teacher? Who is Horace Mann? Private v Public Education Debate</p>	Ed Foundations, 131-158
3	June 13	<p>What is School?</p> <p>Role of teacher, role of learner, role of curriculum? What is school for? Why Teach? What is the purpose of education? What is the difference between school and education? Is school equitable and accessible for all learners?</p>	<p>Reflection #1 Due Letters, Chapter 4</p> <p><i>Recommended: 180 Days, PBS Special</i></p>
School and Students			
4	June 15	<p>No Class</p> <p>Work Session for your Current Issues Presentation</p>	Please post either a rough draft or plan of your presentation on Bb to show that you have met with your partner
5	June 20	<p>Teaching Philosophies</p> <p>Philosophies in theory; philosophies in action Teaching philosophies for all learners</p>	<p>Philosophy of Teaching Due: post to Bb Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written. Letters, Chapter 9</p>
6	June 22	<p>Who are our students?</p> <p>Who are my students? Where do they come from? How do I build relationship with them? What if they are much different than I? (What is intersectionality?) Does education reproduce inequality? How to implement CRP Current Issues Presentation #1</p>	<p>Reflection #2 Due Ed Foundations, 31-60 Letters, Chapter 15</p>
7	June 27	<p>Today's Students and Society</p> <p>Influences of race, SES, language, parents in education Understanding our privileges- What gives you privilege?</p>	<p>Ed Foundations, 61-98 Letters, Chapters 17 & 18</p>

		How does this influence your teaching? What does this mean for your students? Current Issues Presentation #2	
8	June 29	Exceptional Learners Special education IEP, 504 Plans Twice exceptionality Current Issues Presentation #3	Lo (2012) on Bb
Teachers			
9	July 6	Role of Teachers: What makes them effective, skillful? What do teachers do to motivate you to learn? What does it take to be a great teacher? Feedback Current Issues Presentation #4	Reflection # 3 Due Ed Foundations, 101-132 2 Questions on Bb for speakers by Sunday 11:59
10	July 11	Learning Outcomes and Instruction Guest Speakers-Teachers in the field	Letters, Chapter 2
11	July 13	Assessment How did teachers know you learn? How do you plan to access? Ten Commandments of Assessment Bloom's Taxonomy Current Issues Presentation #5	Ed Foundations, 159-185 Letters, Chapter 7
12	July 18	Ethical Issues Facing Teachers Role of Teachers with Parents Professionalism How would you engage parents in the learning process?	Reflection # 4 Due
13	July 20	Technology in the Classroom Guest Speaker- School Based Technology Specialist How do students use technology in the classroom? How do teachers use technology in the classroom?	
14	July 25	Classroom Management and Behavior Behavioral ABCs Functions of behavior and how to address them Proactive behavioral strategies Waiting for Superman	Letters, Chapter 12 Reflection # 5 Due
15	July 27	Wrap Up Closing questions, comments, discussion Conference style poster session	School Based Visual Presentation Ed Foundations, 203-214; 245-250

Note: The Instructor reserves the right to alter the schedule as necessary.