

George Mason University
College of Education and Human Development
Division of Elementary, Literacy and Secondary Education

EDUC 300.001- Introduction to Teaching
3 Credits, Fall 2017
Tuesday 7:20-10:00 p.m. Krug Hall 242 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

None.

University Catalog 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.
Requires school-based field experience during course.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

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

1. Describe the nature of U.S schools and today's diverse students and the issues they face;
2. Explain and demonstrate effective curriculum planning and delivery;
3. Identify the qualities and dispositions of effective teachers;
4. Begin to formulate a philosophy of teaching drawing from observations, readings and practice;
5. Explore job opportunities and expectations in education;
6. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

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

Upon completion of this course, students will have met the following professional standards:

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 Texts

All required readings and videos are available in Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment	Due Date	Total Points
Class Participation	Ongoing	30
Design the Perfect Teacher	September 12	10
Education Technology Presentation	Date assigned by professor: Sept. 12, 19, or 26	10
Lesson Plan	October 31	15
Lesson Plan Teaching	Date assigned by professor: Nov. 14, 28 or Dec. 5.	10
School Based Field Experience Journal	November 21	25
	TOTAL	100

- **Other Requirements**

No late work will be accepted unless previous arrangements have been made with the professor.

Failure to complete the 15 observation hours and turn in the documentation forms on time will result in an F (failure) for the final course grade for EDUC 300.

- **Grading**

A+ = 99 – 100	B+ = 88 – 89	C+ = 78 – 79
A = 93 – 96	B = 83 – 87	C = 73 – 77
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72
D = 60 – 69	F = 0 – 59	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DATE	TOPIC	READINGS/ ASSIGNMENTS DUE
August 29	Why teach? What are schools?	Read the Syllabus
September 5	Standards & Literacy Student-Centered 21st Century classrooms	“Why Every Student Needs Critical Friends” (Reynolds) “Asking Questions That Prompt Discussion” (Fisher & Frey) “A New Bloom: Transforming Learning” (Cochran, Conklin, & Modin)
September 12	Technology Integration TPACK	Design the Perfect Teacher Due “Learning 21 st Century Skills Requires 21 st Century Teaching” (Saavendra & Opfer) TPACK video and website “Where The Story Never Ends” (Sprague)
September 19	Planning Instruction Instructional Strategies	“Lesson Plans and Unit Plans: The Basis for Instruction” (Cunningham) “Writing Learning-Centered Objectives” (Banset)
September 26	Special Needs Differentiation	“Understanding Differentiated Instruction” (Tomlinson & Allan)
October 3	NO FACE TO FACE MEETING Time for lesson plan group work	Complete online dyslexia module “True – or Not? (Abolick)

October 10	NO CLASS No Tuesday classes meet	
October 17	Data & Assessments	Draft Lesson Plan due (bring 3 hard copies to class) “Feedback is a Two Way Street” (Tovani) “Formative Assessment in Seven Good Moves” (Duckor) “How Am I Doing?” (Chappuis)
October 24	Learning Environment Design Classroom Management Communication	“The Keys to Classroom Management” (Marzano & Marzano)
October 31	Classrooms Today Professionalism	Lesson Plan Due “What Students Really Need to Learn” (Munson)
November 7	Resume Writing/Interviewing Ongoing Professional Development PLCs	“What is a Professional Learning Community?” (DeFour) Bring your resume to class
November 14	Lesson Plan Group Teaching	
November 21	School-Based Field Experiences Thanksgiving week	School-Based Field Experience Reflection Journals Due
November 28	Lesson Plan Group Teaching	Field Experience Documentation Forms due
December 5	Lesson Plan Group Teaching Course Wrap-Up	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

CLASS PARTICIPATION - 30 Points

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

Participation is expected and an essential part of class. Your participation will be broken into two parts:

- Class participation - this is how you engage in the class activities and discussions.
- Exit slips will be collected at the end of class.

Rubric

	1 point	. 5 point	0 points
Participation 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. The student contributes in different ways, to class discussions consistently.	It is not clear from the student's contributions that he/she has completed any of the required readings. The student contributes in different ways to class discussions intermittently.	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. The student never or seldom contributes to class discussions.
Exit Ticket	The entry shows evaluation and analysis.	The entry shows some comprehension.	The entry shows no knowledge or was not submitted.
Attendance	The student arrived on time and stayed until the end of class.	The student did not arrive on time and/or did not stay until the end.	The student did not attend class.

DESIGN THE PERFECT TEACHER - 10 Points

What makes a great teacher? How does a great teacher make learning engaging? What personal qualities do they possess that makes them great? Reflect on your best teacher. Here's an opportunity for you to demonstrate what you think makes a perfect teacher! Determine the method by which you will visually present your design: video, art media, narrative, etc. You will be graded on thoroughness, thoughtfulness, creativity, and clarity. You may submit this through My Mason or in hard copy, depending on the format it takes. **This assignment must be submitted by 7: 20 pm on Tuesday September 12.**

Rubric

	4-5 points	2-3 points	0-1 points
Reflection	This project explicitly addresses each relevant question from the assignment description in the syllabus.	The project somewhat addresses each question from the assignment description in the syllabus.	The project does not explicitly address each question from the assignment description in the syllabus.
Presentation	The presentation is thorough, thoughtful, creative, and clear.	The presentation has some but not all qualities: thorough, thoughtful, creative, and clear.	The presentation is not thorough, thoughtful, creative, and/or clear.

EDUCATION TECHNOLOGY TOPIC PRESENTATION - 10 Points

Because teaching is a social, performance-based activity, you are required to research and present a current education issue (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups of three, you will lead the class for 20 minutes. **This presentation is not a lecture, but an interactive presentation.** You and your partner will prepare a one-page handout including a reference list (minimum of three sources, APA style) to be handed out in class.

Topics			In-Class Presentation
Google Tools	Wikis	Padlet	September 12
Blogs	Cyber bullying	Infographics	September 19
Interactive storybooks	Digital citizenship	Fan fiction Kahoot!	September 26

Rubric

	2 points	1 point	0 points
Audience	The presentation addresses both the student and teacher perspective.	The presentation addresses only the student or the teacher perspective.	It is not evident how a student or teacher would benefit from this topic.
Content	The content is relevant and practical.	The content is mostly relevant and/or somewhat practical.	The content is not relevant or practical to teachers and students.
References	The presentation includes at least 3 references and they are provided on the handout in APA format.	The presentation includes at least 3 references but they are not provided on the handout or in APA format.	At least 3 references are not provided.
Handout	The handout is informative and concise (one page).	The handout is somewhat informative and/or too short or lengthy (more or less than one page).	The handout is not informative and pays no attention to page length (one paragraph or more than one page).
Presentation	The presentation was easy to understand and follow. It was professional and included no distractions. It was interactive.	The presentation was somewhat easy to understand and follow. It was professional but included a few distractions. It was somewhat interactive.	The presentation was not easy to understand or follow. It included multiple distractions. It was not interactive.

LESSON PLAN CREATION - 15 Points

Lesson plans are essential to the teaching and learning process, and planning your lessons will become a critical component in how you design, facilitate, and access the learning material. During this course, you will gain exposure in learning about the components of a lesson plan. With your *final project group*, develop a lesson plan for a 30 minute interactive lesson for the grade level and content area your group has selected for the final project. The work you do for your lesson plan will be done in class and through various small group activities with your peers and instructor. The template that we will use for this activity is posted in Blackboard.

A draft of your lesson plan is due by 7:20 pm on Tuesday October 17. Bring 3 hard copies to class.

Your finalized lesson plan **must be submitted by 7: 20 pm on Tuesday October 31.**

	3 points	2 points	1 point
Learning Goals/ Target for the Less in (Objectives)	The learning goals clearly state what students will do and learn during the lesson. The learning goals target appropriate higher order and real life learning opportunities. The learning goals are tied to state/national standards. The learning goals are tied to essential question and it is clear how the learning will be assessed.	The learning goals clearly state what students will do and learn during the lesson. The learning goals are appropriate, but target lower order thinking skills. The learning goals are tied to state/national standards.	No learning goals are stated. The learning goals are not tied to the essential question. The essential question does not match the objectives.
Lesson Instruction	The lesson plan is substantive in length, breadth, and depth. The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson? The procedure thoroughly outlines what the students will do during the lesson. Estimated times for each phase are provided.	The lesson plan is adequate in length, breadth, and depth. The majority of the procedure outlines what the teacher will do during the lesson, but parts are vague and unclear. The majority of the procedure outlines what students will do during the lessons, but parts are vague and unclear. Estimated times are	The lesson plan lacks focus. Parts of the lesson do not seem to fit together. It is impossible to determine what the teacher or the students will be doing during the lesson. There is a lack of teacher involvement during some of the lesson activities.

	<p>Important questions to ask during the lesson are included. The procedure includes an introduction for surfacing and activating prior knowledge. The procedure includes a plan for closing the unit and checking for understanding.</p>	<p>provided, but seem unreasonable (either too short or too long).</p> <p>There is a lack of teacher questions. Some of the group activities are explained, but not all.</p>	
Assessment Prompts	<p>The assessment prompt/method directly relates to the objective(s). The assessment is differentiated as necessary. It is clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>The assessment prompt/method does not relate to the objective(s). Descriptions may not be included or be vague. The assessment is somewhat differentiated, but more could be done. It is not clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>The assessment prompt/ method is not included or lacks sufficient details to understand how the objectives will be assessed. The assessment is not differentiated.</p>
Summarizing Strategy	<p>The summarizing strategy is clear, easy to follow, and makes a clear connection to the essential question. The strategy clearly seeks student summary.</p>	<p>The summarizing strategy is not clear, easy to follow, or does not makes a clear connection to the essential question. The strategy does not seek student summary.</p>	<p>The summarizing strategy is missing and/or does not involve students.</p>
Format	<p>The provided template was used. This lesson plan is easy to read, understand, and follow.</p>	<p>The provided template was used. This lesson plan is somewhat easy to read, understand, and follow.</p>	<p>The provided template was not used. This lesson plan is not easy to read, understand, and follow.</p>

LESSON PLAN TEACHING - 10 Points

With your *final project group*, you will teach the lesson plan you developed to your classmates in EDUC 300. Remember, from your lesson plan this is a 30 minute interactive lesson and should utilize multiple teaching strategies discussed over the course of the class. Your final grade on this project will be a combination group and individual grade. Individually you will submit a group evaluation to Blackboard, in which you discuss your group's progress toward the final product. You will also participate in a reflective debrief.

Each group will be assigned on of these days to teach the lesson: Nov. 14, 28, or Dec. 12.

	4-5 points	2-3 points	0-1 points
Cohesiveness	The lesson flows very well throughout. The objectives are clearly stated for the students. It is clear how the activities connect with the objectives. The lesson follows the lesson plan, although the teacher does make some adjustments to better meet students' needs.	The lesson flows well throughout. The objectives are somewhat stated for the students, but they are not clear. It is somewhat clear how the activities connect with the objectives. The lesson follows the lesson plan.	The lesson does not flow well throughout. It is disjointed and somewhat confusing. The wrong objectives are stated for the students. It is not clear how the activities connect with the objectives. The lesson does not follow the lesson plan.
Group Evaluation	It is evident that this team member put in an appropriate amount of work compared to other members.	It is evident that this team member put in somewhat of an amount of work compared to other members.	It is evident that this team member did not put in an appropriate amount of work compared to other members.

SCHOOL-BASED FIELD EXPERIENCE – 25 Points

Students will be required to attend a total of fifteen hours of field service at an accredited school in the area between August 29 and November 21. **Two** of the **fifteen** hours are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity. 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.

All students **MUST** fill out this form on the first day of class <https://cehd.gmu.edu/endorse/ferf>

Make sure you have your field supervisors sign the Field Experience Documentation Form (in Blackboard) and turn in a form for each teacher you observe, along with your field experience journal.

PLEASE NOTE: Failure to complete the 15 observation hours and turn in the documentation forms on time will result in an F (failure) for the final course grade for EDUC 300.

School-Based Field Experience Reflection Journal

Create a journal to log your thoughts during and after each classroom observation.

Always consider:

- What you observed
- Why you think it is significant
- How it will affect/influence you as a future teacher

Below are some guiding questions to assist you in writing your journal entry after each observation. These questions are provided to help you think and reflect.

- What strategies did you see the teacher use? How did the students respond?
- Did the strategies embrace a context that extends the local context? Why/why not?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, intercultural development or other pedagogies? If so, what was implemented?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?
- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- What did you see and hear students do and say?
- In what ways did the teacher interact with students?
- How is the fieldwork shaping your understanding of the profession?
- After this observation, I'm still curious about...
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

This assignment must be submitted by 7: 20 pm on Tuesday November 21.

Rubric

	4-5 points	2-3 points	0-1 points
Reflection	This journal explicitly shows personal reflection and critical analysis.	This journal somewhat shows personal reflection and critical analysis.	This journal does not show personal reflection and critical analysis.
Level of Thinking	The entry shows evaluation.	The entry shows analysis or comprehension.	The entry shows knowledge.
Entries	There is an entry for each visit.	There is an entry for most visits.	There is an entry for only a few visits.
Visit Information	Visit information is provided to include date, time, teacher, grade level, subject, and lesson synopsis.	Some visit information is provided.	No visit information is provided.
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, somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.