

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

EDUC 300-B01: Introduction to Teaching
3 Credits, Summer 2019

*Tuesdays & Thursdays, 4:30-7:10pm,
Innovation Hall 323 – Fairfax Campus*

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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. Note: Requires school-based field experience during course.

Course Overview: This course is an introduction to educational issues, but it is not applicable in graduate-level teacher education programs. This course examines roles of teachers, the nature of American schools, and contributions of students. Fifteen hours of school-based field experience is required.

Course Delivery Model: This course is designed as a full face-to-face course. A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, collaborative team learning, media, online assignments, lecture, and individual work.

Learner Outcomes:

As a result of full participation in the course, students will be able to:

1. Describe in broad strokes the nature of American 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. Understand legal and ethical issues in education;
5. Begin to formulate a philosophy of education drawing from observations, readings, and practice;
6. Develop and practice the elements of collaborative teaming;
7. Explore job opportunities and expectations in education;
8. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

Required Texts:

None. Readings will be provided digitally.

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

Students will be introduced to 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.

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). See Assignments on pages 5-6 for further details about assignments, due dates, and grading scale.

Course Expectations:

1. Class begins at 4:30 p.m. Consistent, on-time attendance is expected, as a portion of your grade is based on participation. Missing multiple classes will result in significant point deductions on the final grade. Arriving late to class will also result in participation point deduction. **Please let the instructor know via email or text if you anticipate any absences or in the case of an emergency.**
2. You are expected to be familiar with the course's Blackboard site and its functionality. A brief overview of the class's site organization will be provided during the first night of class.
3. Students are expected to submit all assignments on time. Written assignments will also not be accepted in hard copy unless otherwise noted. If absent, written assignments are still due by 11:59 p.m. on the due date. Points will be deducted for each day an assignment is late.
4. Correct spelling, grammar, and format are essential to the success of your written assignments. Pay careful attention to proofreading, as it will be part of the grade on all written assignments.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. For further information, see <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule: Please see attached course outline for course schedule. 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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://coursesupport.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/>.

Course Assignments

Assignment	Due Date	Points (100 total)
Class participation including attendance, participation in discussion, reference to readings, and exit tickets	Ongoing, each class meeting Exit tickets for each week due every Sunday by 11:59pm on Google Classroom	25 points
Issues in Education CT Discussion Facilitation	Ongoing, see course outline	15 points
Written Lesson Plan	Conferences: June 18 Drafts: June 20; July 11; July 16 CT Feedback: July 18-23 Final: July 25	15 points
Enacted Lesson Plan	Ongoing, see course outline	15 points
Field Observation Debrief	July 23	10 points
Philosophy of Education Presentation	July 23 or July 25	20 points

Assignment Guidelines and Rubrics:

Class Participation/Written Reflections after Each Class (25 points)

Students are expected to be **fully engaged and present** to be successful in this course. This means attending all classes, arriving on time, engaging in class activities and discussions, and staying until the end of class. **Students will keep a hand-written journal/scrapbook/notebook** for personal reflective purposes (jotting thoughts, ideas, wonders, drawings, etc.) and for various activities throughout class. Entries will be used for each week's exit ticket and will be useful for the final Philosophy of Education presentation on the last days of class. **Students are expected to bring notebooks to take notes during field experience.**

Students will submit their exit ticket each week on Google Classroom to reflect on topics from each class. Submissions will typically call for a photo of the student's class notebook to be uploaded. Weekly exit tickets are due on Sunday at 11:59pm. These responses should demonstrate critical reflection related to readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching.

Rubric: Class Participation and Exit Tickets

Element	Points Allotted
Attendance – present, on time, stays until end of class	_____/5
Engagement in discussions and activities – active participant, and also knows when to step back, practice active listening, and encourage others to participate	_____/5
Written entries demonstrate critical reflection on material, self, and teaching philosophy and regularly meet length requirement	_____/15
Total	_____/25

Issues in Education CT Discussion Facilitation (15 points)

Over the first several class periods, we will discuss current issues in education. We will form smaller groups of Collaborative Teams (CT) based on shared interests and career goals. Your CT will plan and lead the class in a 30-minute interactive, “high-leverage” discussion or activity based on your chosen topic and how it connects to our class readings or topic. Your CT will also prepare a one-page handout of information for the class, including a list of references (minimum of three sources APA style), reflections about how this topic may impact your future teaching, and potential solutions for consideration. Please bring handouts for the instructor and each classmate. **Discussion facilitation date will be chosen in class on June 4th. Discussions dates will be June 11, June 13, June 20, or July 2.**

Rubric: Current Education Topic Discussion/Activity

Element	Points Allotted
Presentation was clear, informative, interactive, creative, and thought provoking. Classroom management and discussion strategies used and named.	_____/10
Presentation included a useful handout with a reference list in APA format with at least 3 sources and included provocative questions and potential solutions to promote expansive thinking.	_____/5
Total	_____/15

Written Lesson Plan (15 points)

Being thoroughly prepared for each school day is a critical aspect of teaching well. To gain exposure to and practice the planning process, we will workshop elements of lesson/activity planning together based on what has been covered in the course thus far. You will create a basic plan for an interactive lesson/activity for the grade level and content area of your choice. This lesson plan should be approximately 45-60 minutes (elementary) or 60-90 minutes (secondary) of class time. The lesson/activity plan template will be posted on Google Classroom and discussed in class.

Your final lesson/activity plan should include the following elements: a standards-based objective, a student-centered lesson/activity, time allotments for each part of the lesson, a plan for differentiation and flexibility, potential questions to prompt student thinking, a list of possible ways students may respond to the lesson and your possible responses, an assessment plan, and a summarizing element. Please also include any materials that would be needed to implement this lesson and any handouts in appendices.

Draft due June 20th. Second draft due July 11th. Optional third draft due by July 16th.

Share with CT by July 18th; Give feedback to CT by July 23rd.

Final Lesson Plan due electronically by July 25th

Rubric: Written Lesson Plan

Element	Points Allotted
All elements of the description are included in the lesson plan, and it is clear that the student put effort into thinking through each element and made revisions based on feedback	_____/15

Enacted Lesson/Activity (15 points)

You will teach a 15-20-minute segment from your lesson plan imagining your classmates as your “students.” The goals of enacting your planned lesson are to get a feel for what it is like to teach, including making in-the-moment adjustments based on student responses/needs and teachable moments, and receiving peer feedback and support during a reflective debrief. You are expected to incorporate elements of instruction, assessment, and differentiation we have discussed and read about throughout the course thus far as well as participate in critical self-reflection during the debrief after the lesson. **Enacted lesson plan date will be chosen in class on June 4th. Available dates will be July 9, 11, or 17.**

Rubric: Enacted Lesson/Activity

Elements	Points Allotted
The student made attempts to incorporate elements of instruction, assessment, and differentiation covered throughout this course. Adjustments were made in response to student needs and teachable moments that arose during the lesson/activity.	_____/10
The student participated in critical self-reflection during the debrief session, acknowledging things that went well and also considering ideas about what she/he might try or do differently next time.	_____/5
Total	_____/15

Field Experience Debrief (10 points)

Based on your notes and experience from your field work, you will add one slide to a class presentation intended to allow you to informally reflect on your experience and learn from others’ experiences. This will be completed primarily in class. **Please gather notes, thoughts, and photos from your field experience to share and have these ready in class on July 23rd.**

Philosophy of Education Presentation (20 points)

On the last day of class, you will present and narrate a 10-15 min. visual representation of your journey of critical thinking and reflection on self, education, and developing teaching philosophy through participation in this course. Drawing on our readings, class activities and discussions, your previous assignments, your handwritten journal entries, class reflections, feedback from peers, and intensive critical self-reflection, you will present what you have learned about yourself and your potential contributions to American society as a teacher in the future. The presentation should include a minimum of 10 slides depicting your journey,

including one on your current teaching philosophy and one on your future plans given what you have learned about yourself, children, and the landscape of education today. These presentations should demonstrate considerable effort, creativity, thoroughness, and substantial critical reflection on the impact of this course on your development as a future teacher.

Presentations will be in class on July 23 or July 25

Rubric: Philosophy of Education Presentation

Element	Points Allotted
Uses at least 10 slides to depict a detailed, critically reflective account of personal journey through the course	_____/10
Connects readings, class assignments and activities, peer and instructor feedback, and previous reflections into presentation in a thorough and thoughtful manner	_____/5
Includes a thoughtful current teaching philosophy and depiction of future plans based on learning in EDUC 300 and field experience	_____/5
Total	_____/20

EDUC 300: Introduction to Teaching

Course Outline Summer 2019

Week/Date	Class Topic	What's Due?	CT Meeting?	Exit Ticket due by 11:59 PM on...
Week 1, Class 1 Tues., 6/4	Course overview, CTs, & presentation sign-up; Establishing classroom community & norms	--	--	--
Week 1, Class 2 Thurs., 6/6	The purpose & history of public school; Collaborating with colleagues	Readings TBD	Yes	Sunday, 6/9
Week 2, Class 3 Tues., 6/11	Classroom management & leveraging personal experience and relationships Issues in Education Discussion Facilitation #1	Readings TBD	Yes	--
Week 2, Class 4 Thurs., 6/13	Planning for instruction & integrating literacy Issues in Education Discussion Facilitation #2	Readings TBD	Yes	Sunday, 6/16
Week 3, Class 5 Tues., 6/18	Individual conferences (no class)	--	Optional	--
Week 3, Class 6 Thurs., 6/20	Teaching 21 st century skills; Supporting all learners Issues in Education Discussion Facilitation #3	Draft lesson plan due Readings TBD	Yes	Sunday, 6/23
Week 4, Class 7 Tues., 7/2	Assessment and checking for understanding; How are teachers assessed? Issues in Education Discussion Facilitation #4	Readings TBD	Yes	Sunday, 7/7
Week 4 Thurs., 7/4	4th of July Break ☺			

Week/Date	Class Topic	What's Due?	CT Meeting?	Exit Ticket due by 11:59 PM on...
Week 5, Class 8 Tues., 7/9	Feedback for growth; Social Justice integration Enacted lesson plan #1	Readings TBD	Yes	--
Week 5, Class 9 Thurs., 7/11	Individual conferences (in class) Enacted lesson plan #2	Lesson plan revision #1 due	Yes	Sunday, 7/14
Week 6, Class 10 Tues., 7/16	Invisible teacher moves: What makes a "good" teacher? Enacted lesson plan #3	Lesson plan revision #2 due (optional) Readings TBD	No	--
Week 6, Class 11 Thurs., 7/18	Field experience debrief & informal presentations; Interviewing skills	Readings TBD	No	Sunday, 7/21
Week 7, Class 12 Tues., 7/23	Field Experience Debrief Philosophy of Education Presentations	Bring Field Experience Project materials to class (notes, photos, etc.) in digital form if possible.	No	--
Week 7, Class 13 Thurs., 7/25	Philosophy of Education Presentations Final Exit Ticket		No	Complete in Class 7/25
Sat., 7/27		ALL ASSIGNMENTS DUE ELECTRONICALLY BY TODAY		