

George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 422.001/522.001 - Foundations of Secondary Education
3 Credits, Spring 2020
Mondays 7:20 – 10:00 PM, January 21 – May 13, Thompson Hall L013

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required.

Course Overview

“Foundations of Secondary Education” (EDUC 422/522) 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 (10 hours in the classroom and 5 hours of community project); with assistance from the Clinical Practice Office, we will identify a classroom where you can complete this experience.

Course Delivery Method

For ten sessions our class will meet face-to-face on the Fairfax campus.

Learner Outcomes

Upon completing this course, students will be able to:

1. acknowledge and evaluate the varied, competing, and changing purposes of American public education (Social Justice);

2. 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);
3. recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability (Ethical Leadership, Collaboration)
4. 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);
5. analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (Social Justice, Collaboration);
6. examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles (Research-Based Practice)
7. take positions on selected issues in education and analyze how those positions relate to teaching style preferences (Collaboration);
8. 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?

Professional Standards (Interstate Teacher Assessment and Support Consortium InTASC):

Upon completion of this course, students will have met the following professional 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 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 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 works with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

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 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 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 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 plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher 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 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.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Jung, L, Frey, N., Fisher, N. & Kroener, J. (2019). *Your students, my students, our students: Rethinking equitable and inclusive classrooms*. Alexandria, VA: ASCD.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management* (2nd ed). Fairfax, CA: Conscious teaching.

Recommended Text

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

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

General

All formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course.

Assignment #1: Community Project (90 points total)

At the beginning of the semester you will be assigned groups for the purposes of developing a Community Project. Each group will be assigned one of our partner schools: Loudoun County, Lake Braddock, TC Williams, Osbourn Park, Mt. Vernon, or Chantilly. The Community project will include **multiple assignments due throughout the semester** and a final product to be part of a gallery exhibit at our final class.

For this project, you must spend a minimum of five of your required fifteen fieldwork hours in community contexts around your fieldwork school. The rationale behind this project is that all communities have assets and resources that 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 and provide online resources that might aid in your teaching as well as assist your students and your students' families in the future. Groups are tasked with developing response prompts meant to challenge community perceptions and expand understandings of community contexts.

The overall goal of this project is to gain respect for and knowledge of the people and resources in the community surrounding your school.

Part 1: Create Local Community Map (10 points)

Gather and input the following information on Tour Builder (<https://tourbuilder.withgoogle.com>) or Google Maps (<https://www.google.com/maps/>)

- Map the neighborhoods students in the school live in
- Map retail centers, grocery stores, restaurants, fast food, liquor stores, etc. (within 1-2 miles of the school)
- Map libraries, community centers, neighborhood resource centers, religious institutions, homeless centers, local non-profit organizations supporting the community
- Map city/county/state/federal parks, natural preserves, historic sites and/or plaques, other physical recreational areas for youth (i.e. pools, skate parks)
- What is the average price of a home in the surrounding neighborhoods?
- What do you notice about the traffic patterns?
- What else do you want to learn about the community?

Part 2: Create School Demographic Infographic (10 points)

- What are the school's racial or ethnic demographics?
- What are students' socioeconomics statuses? (hint: look at the percentage of students who receive free or reduced lunch?)
- What percentage of students are English Learners?
- What percentage of students has an IEP?
- What percentage of students are in Honors, IB, and/or AP courses?
- What are the demographics of the teachers of the school? (i.e. years teaching at the school, race or ethnic group, gender)
- What other demographic information do you think is relevant?

Part 3: Community Ethnographic Report (30 points)

Write an ethnographic report (2 to 4 double-spaced pages) of what you learned by exploring your community. In the report, discuss the following:

- Some images you photographed that you can use to illustrate what you find.
- A list of the questions you asked individuals.
- A description of locations and the role they might play in your students' life.
- A description of community places where students may frequent outside of school including community centers, parks, churches etc.

- A description of whether there are different community hubs within the school district
- A consideration of how these community places explain the makeup of the school area.
- A description of assets the community has. Are there deficits?

To assist with collecting data/information for this ethnographic report, consider places to explore in the community that will provide you a greater understanding of the community:

- 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.
- 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?
- Consider issues of equity and diversity and how to identify assets of the community
- Are there specific communities within the greater location?
- 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.
- Interview students about their neighborhoods.

Part 4: Classroom Environment Considerations (30 points)

How might you increase your students' awareness of the dynamics of their community?

Explore ways that you might address these concerns in your classroom. Consider perhaps, how to apply some of the theories and pedagogies we've discussed in class including equity and readings.

- Create a classroom environment that is receptive to your community (culturally relevant). This should be presented as an image. Details matter. Notate three-to-five specific decisions you would make about your classroom design that take into consideration what you know about the community.
- In a 1-2 page double-spaced paper, describe how your instruction in the classroom would attend to the community needs (pedagogy) by providing some specific examples to discuss and explain that are evident in your image/graphic representation.

Part 5: Presentation (10 points)

For the last class, your group will complete a presentation to share your findings as part of a gallery walk.

Your presentation (Power Point or Google Slides) should include approximately

- 5 slides from Part 1
- 5 slides from Part 2
- 2-3 slides overview from Part 3 papers
- 2-3 slides overview from Part 4 papers

OVERVIEW:

You need to work with other classmates assigned to the same school for Part 1 and Part 2. You will submit one entry per group for Part 1 and one entry per group for Part 2.

You may collaborate on Parts 3 and 4, but each student will submit your own paper for Part 3 and for Part 4.

When preparing the slideshow, you will have to collaborate with your peers to create the slides for Parts 3 and 4 based on highlights from all papers.

Assignment #2: Classroom Management Paper (70 points)

As a precursor to the teaching philosophy paper, the goal of this paper is to discuss your current philosophy of classroom management and the ideas that you have to manage your current and/or future classroom.

It should include the following components (Use these as headings in your paper):

- Personal theory / reflection
- Classroom environment
- Behavior management
- Rules, routines, procedures
- Instructional strategies
- Relationships

The paper will be 4 – 5 double spaced pages.

See the rubric in Appendix A.

Assignment #3: A Philosophy of Teaching Paper (70 points)

In 5-7 double-spaced pages, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class and outside research you have conducted. In your paper, to help guide you in the development of your teaching philosophy

- address a **minimum of three** of the guiding questions found below
- seek relevant outside sources for additional information and guidance
- examine the standards of an effective teacher from InTASC (found on pages 2-4 of this syllabus) as well as standards of learning for your content area (both state and national)

Philosophy of Teaching Guiding Questions

- What is the purpose of schooling?
- 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 learning theories do you most strongly identify with and why?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions, you can add your own inquiries—be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of three between those listed above and those you identify—may also be illustrated with **examples from your fieldwork**, including from your work with particular students if applicable.

National Content Organizations Websites

Mathematics: National Council for Teachers of Mathematics (www.nctm.org)

Science: National Science Teachers Association (www.nsta.org)

English: National Council for Teachers of English (www.ncte.org)

Social Studies/History: National Council for the Social Studies (www.socialstudies.org)

Assignment #4: Field Experience Report including “Critical Incidents Reflections and Images” (CIRIs) (45 points)

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. For this portion of the class you will engage in a 15-hour field experience (10 hours of observations). You are expected to keep detailed field notes of your observations. Your cooperating teacher will also sign a log indicating dates, times, subject area, grade levels (see Appendix B).

Each day you are in your fieldwork site (with or without your partner), you will record field notes of what you have observed, practices you appreciate, and questions you’ve considered as a result of your observations. Three of the most significant instances or episodes will be logged as “**Critical Incidents Reflections and Images**” (CIRI) (see Appendix E). Follow the specific guidelines for these incidents as you record them and even be ready to analyze the data you gather and discuss in class. As a part of each CIRI you should include a related artifact and/or image, which may be a picture/drawing of the incident, or an artifact that helps illustrate the episode (e.g. document handed out to students). At the end of your field experience, you will use your journal and these CIRI forms to prepare a “Field Experience Report.”

In this assignment, you will analyze and compare field notes in order to develop a paper that synthesizes your experiences. Specifically, your paper will essentially be an analysis of your “critical incidents” and discussion of how curricula, instructional methods, and learning culture influenced student success in the setting(s) you observed. This report should also include images, examples, and evidence from your field experience to illustrate the conclusions you draw. For additional ideas, please see Suggested Field Experience Activities (Appendix D).

Summary: Please scan (PDF) the following parts of the Field experience report and submit it on Blackboard:

1. Field Experience Hours / Activities Log (Appendix B-3)
2. 3 Critical Incidents Reflections (Appendix C)
3. 2-3 Artifacts (that support the CIRs and/or Observation Notes)
4. At least two Observation Notes (Appendix E) or Field Work Logs
5. Written report/reflection (2 pages max)

See the rubric in Appendix A.

Assignment #5: Current Education Issue Presentation, Handout, & Discussion (25 points)

Teaching is a social and performance-based job where you need to be well informed about the major trends and movements in the education field. You will be paired with a peer and choose a current educational issue from below.

- You must research the topic to facilitate a 10-minute presentation in pairs.
- Prepare at least two questions for class discussion (5 minutes).
- Create a one-page handout (no more than front and back) including a bibliography. The handout must be emailed to instructor prior to presentation. Instructor will upload to BB for all students to see.
- Presentation is 15 minutes max.

Topic choices include but are not limited to:

- Response to Intervention (RTI) / Multi-tier Systems of Support (MTSS)
- Parent-Teacher Conferences
- College and Career Readiness
- Achievement Gap
- Technology in the classroom – select a specific focus
- Positive Behavioral Interventions & Supports (PBIS)
- Every Student Succeeds Act
- Cooperative Learning Approaches
- Co-teaching Models
- International Baccalaureate (IB) program
- Supporting English Language Learners
- Carol Ann Tomlinson, differentiated instruction expert
- Linda Darling-Hammond, teacher evaluations expert

You may choose your own topic, but it must be approved by the professor.

See the rubric in Appendix A.

Class Participation and Professionalism (60 points)

Due to the importance of classroom discussions to your total learning experience, classroom expectations in this course necessitate that you both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals.

In addition, your attention and professionalism is required. Students should not be on cell phones, computers, etc., unless directed by the Instructor. Your full, undivided attention is necessary to maximize your learning.

Absences and tardies will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. If you must be late to or miss a class, you must contact the instructors ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. You are responsible for getting assignments in on time and catching up if you are absent.

Students should not use phones, computers, or other devices when not instructed by professor.

See the rubric in Appendix A.

Course Performance Evaluation Weighting

Community Project	90 points
Classroom Management Paper	70 points
A Philosophy of Teaching Paper	70 points
Field Experience Report with CIRI	45 points
Current Issues Handout & Presentation	25 points
Class Participation and Professionalism	60 points
	Total = 360 points

Grading Policies

95-100% = A

90-94% = A-

88-89% = B+

84-87% = B

80-83% = B-

78-79% = C+

Below 77% = F

Resources

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>

Professional Dispositions

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

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

Class Schedule

Date	Topics and Guiding Questions	Readings & Assignments Due By Start of Class
Week #1 January 27	<p>Foundation of school Course Introduction</p> <p>We will read in class: Wheatley, M. (2002). Willing to be disturbed. In <i>Turning to one another: Simple conversations to restore hope to the future</i> (pp. 89-92). San Francisco: CA. Berrett-Koshler.</p>	Read the syllabus.
Week #2 February 3	<p>Purposes of school & Teacher Identity</p> <p>Guiding question(s): What are our students' relationships to school? What are the purposes of school? Who are we as educators?</p>	<p>Conscious Classroom Management Chapters 1-5</p> <p>Peterson, M. (2009). The purpose of schools.</p>
Week #3 February 10	<p>Foundation of Classroom Management: Proactive Approaches</p> <p>Guiding question(s): What are the ways to run an effective classroom management classroom? What rules and procedures do you have?</p>	Conscious Classroom Management Chapters 6-11
Week #4 February 17	<p>Foundation of Classroom Management: Interventions and Supporting Challenging Learners</p> <p>Guiding question(s): What are the ways to support challenging learners? What are resources that a teacher can seek out?</p>	<p>Conscious Classroom Management Chapters 13-15 & 17</p> <p>Greene, R. (2010). Calling all frequent flyers. <i>Educational Leadership</i>, 68(2), 28-34.</p>
Week #5 February 24	<p>Community Based Field Experiences</p> <p>Guiding question(s): Who am I as a learner? As an aspiring teacher? How do my life experiences impact my future classroom? What is self-reflection? Does it matter?</p>	<p>Seidl, B. & Friend, G. (2002). Leaving authority at the door: Equal-status community-based experiences and the preparation of teachers for diverse classrooms. <i>Teaching and Teacher Education</i>. 18. 421-433.</p> <p>Classroom Management Paper due by 10 pm on Friday, February 28.</p>
Week #6	Building Awareness and Knowledge of Culturally and Linguistically Diverse	Culturally Responsive Teaching & The Brain

March 2	<p>Students</p> <p>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?</p>	<p>Chapters 1-4</p> <p>Teaching Philosophy Paper Outline due by start of class.</p>
Week #7 March 9	<p>George Mason University SPRING Break</p>	
Week #8 March 16	<p>Equity: Supporting All and Challenging All Learners by Building Learning Partnerships</p> <p>Guiding question(s): What does it mean to create an equitable classroom that supports all and challenges all?</p>	<p>Culturally Responsive Teaching & The Brain Chapters 5-7</p> <p>Teaching Philosophy Paper due by 10 pm on Friday, March 20.</p>
Week #9 March 23	<p>Continuation on Equity:</p> <p>Guiding question(s): What are the assumptions our teaching practices and education policies make about our students and their communities?</p>	<p>Your Students, My Students, Our Students Chapters 1-2</p> <p>Parts 1 and 2 of Community Project due</p>
Week #10 March 30	<p>Leveraging Educator Strengths and Delivering Instruction</p>	<p>Your Students, My Students, Our Students Chapters 3-4</p> <p>Cochran, D., Conklin, J., & Modin, S. (2007). A new bloom: Transforming learning. <i>Learning and Leading with Technology</i>, 34(5), 22-26.</p>
Week #11 April 6	<p>Foundation of Discussion Methods</p> <p>Guiding question(s): What are the most important skills our students need to be empowered citizens, 21st century learners and productive members of society?</p>	<p>Your Students, My Students, Our Students Chapters 5-6</p> <p>Part 3 of Community Project due</p>
Week #12 April 13	<p>Foundation of Assessment Practices Foundation of teaching: Formative and summative assessments</p> <p>Guiding question(s): What is the best evidence of our students' learning?</p>	<p>Duckor, B. (2014). Formative assessment in seven good moves. <i>Educational Leadership</i>, 71(6), 28-33.</p> <p>Cochran-Smith, M. (2011). Does learning to teach ever end? <i>Kappa Delta Pi</i>, 48(1), 22-24.</p>

<p>Week #13</p> <p>April 20</p> <p>No F2F class</p>	<p>Writing Week - work on Field Experience Report and Part 4 of Community Project</p>	<p>Part 4 of Community Project due</p>
<p>Week #14</p> <p>April 27</p>	<p>Foundation of school: School reform and federal policies</p> <p>Field Experience Review Course “take-aways”</p> <p>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?</p>	<p>Community Project Presentations in class</p>
<p>Week #15</p> <p>May 4</p> <p>No F2F class</p>	<p>Finish Field Experience Reports</p>	<p>Field Experience Report due</p>

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Appendix A: Rubrics

Assignment #2: Classroom Management Assignment

	Excellent = 9-10 pts. each	Pass = 8 pts. each	Inadequate = 7 pts. or below
Personal theory / reflection	This section is stated with clear, concise personal beliefs and theories about classroom management	Personal theory of Classroom Management is somewhat evident by brief descriptions included in this assignment	Is clear that the teacher does not have a Personal Theory of Classroom Management
Classroom environment	This section includes two to three examples of evidence that the teacher understands importance of providing a safe environment for learning	Teacher includes one example of evidence that there is understanding of the importance of providing a safe learning environment	It is evident that the teacher does not understand the importance of a safe environment for learning.
Behavior management	This section includes ample evidence of incentives, consequences, and documentation for both students and parents	Teacher has provided limited samples of evidence that she/he understands behavior management styles/disciplines.	There is no evidence of behavior management styles/strategies.
Rules, routines, procedures	Teacher provides effective evidence that is well planned and consistence with the instructional day.	Managing time during the instructional duty day is somewhat well-planned and consistent.	Planning or consistent rules and routines as well as time management is not evident
Instructional strategies	There is evidence of clear understanding of instructional strategies that contribute to classroom management.	Understanding of instructional strategies is somewhat disconnected and unclear.	Understanding of instructional strategies that contribute to classroom management are unclear and non-existent.
Relationships	This section describes in detail the student to student relationships and teacher to student relationships.	This section describes the student to student relationships and teacher to student relationships.	This section describes limited the student to student relationships and teacher to student relationships.
APA (5 points)	Conforms to APA 6 th edition in all citations and references (4.5-5 points)	--Conforms to APA 6 th edition in citations and references with no more than three errors	--Does not conform to APA 6 th edition in citations or references

_____ / 70 points

Assignment #3: Philosophy of Teaching Paper Rubric

These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. Each standard is listed below and rows have been developed to assess specific elements in each standard.

This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. Virginia Department of

Education's technology standards for educators are assessed at the end of this document.

STANDARDS

- **InTASC Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 5, 6

THEMES

- B)  **Technology**
- C)  **Diversity**
- D)  **College & Career Ready**

SCORING GUIDELINES

4 (Exceeds Standard): Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3 (Meets Standard): This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2 (Approaches Standard): Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.

1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
LEARNER AND LEARNING				
InTASC 1 Learner Development. The 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 that include the use of technology.				/8
<p>1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>VDOE 1</p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Which education theory(ies) that we studied in class do you most align with? Explain. • What are your beliefs about learners? How will you engage ALL learners in your class? 	<p>Candidate describes little or no knowledge of the developmental characteristics of the age group.</p>	<p>Candidate describes partial knowledge of the broad developmental characteristics of the age group.</p>	<p>Candidate describes accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate describes knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.</p>
<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • What type of learning experiences do you want to implement in your class? • How will you include all learners in learning? • How will you meaningfully incorporate technology in the class? 	<p>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</p>	<p>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated.</p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate describes designing and implementing technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	<p>Candidate demonstrates extensive and subtle understanding of how learners learn and describes applying this knowledge to the classroom community. The candidate describes implementing a range of developmentally appropriate and challenging learning experiences for the class as a whole, in small groups, and individual learners. There are descriptions of the use of appropriate technologies that enhance learning, collaboration, and high order thinking.</p>
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.				/8

<p>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p>VDOE 1</p>  <p>Question to consider:</p> <ul style="list-style-type: none"> • <i>Why is it important to</i> 	<p>The candidate's philosophy paper displays little understanding of the relevance of individual differences to learning. The candidate provides minimal description about families, appropriate</p>	<p>Candidate's philosophy paper indicates some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete.</p>	<p>Candidate's philosophy paper addresses individual learning differences. Candidate describes communication with families about learners' progress, respects cultural norms.</p>	<p>Candidate's philosophy paper consistently exhibits a variety of ways to meet individual differences to learning. Candidate describes communication with families about learners' progress,</p>
<p><i>value individual and cultural differences?</i></p> <ul style="list-style-type: none"> • <i>How will you learn about your students, their families, and the communities they live in?</i> 	<p>communication to or of the families.</p>	<p>Candidate's description of family communication adheres to required school procedures.</p>		<p>respects cultural norms, with learners contributing to the design of the system.</p>
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1</p>  <p>Question to consider:</p> <ul style="list-style-type: none"> • <i>How will you incorporate culturally relevant pedagogy into your class? Explain.</i> 	<p>Candidate does not describe how to monitor learning. Description of instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p>	<p>Candidate describes how to monitor the progress of the class. Description of instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p>	<p>Candidate describes how to monitor the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Description of instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p>	<p>Candidate describes how to systematically gather and use diagnostic information from individual learners and monitors their progress. Description of instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p>
<p>Performance</p>	<p>Does Not Meet Standard (1)</p>	<p>Approaches Standard (2)</p>	<p>Meets Standard (3)</p>	<p>Exceeds Standard (4)</p>
<p>InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.</p>				<p>/8</p>
<p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p>VDOE 5</p>  <p>Question to consider:</p> <ul style="list-style-type: none"> • <i>How will you create a welcoming environment for all learners?</i> 	<p>There is little, if any, description in the philosophy paper of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets is not described consistently in the paper.</p>	<p>The candidate describes a classroom that is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The candidate describes a classroom that conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p>

<p>3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>VDOE 5</p>  <p><i>Question to consider:</i></p> <ul style="list-style-type: none"> • <i>How will you motivate and engage students?</i> 	<p>The candidate describes a classroom that is a teacher-centered environment. Activities and assignments described are inappropriate for learners' age or background. Learners would not be engaged in learning.</p>	<p>The candidate describes a classroom that is a teacher-centered environment. Candidate attempts to describe how to accommodate learners' questions or interests. The description of activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p>	<p>The candidate describes a classroom that is a learner-centered environment. Candidate successfully describes how to accommodate learners' questions or interests. Activities and assignments described in the paper are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	<p>Candidate describes how to seize every opportunity to enhance learning, building on learner interests or a spontaneous event. The candidate describes all learners as cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>
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Content Knowledge

InTASC 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.

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<p>4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p>VDOE 3</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>How will you make the content accessible to students, especially students who are not interested in the content/subject area?</i> • <i>How will you ensure students are mastering the content?</i> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but describes only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
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Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 5. Content Application. The 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.				/8
<p>5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p>VDOE 2</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>How will students make connections between the content in your class with real world problems? How will students engage in critical thinking skills?</i> • <i>What are your beliefs about student collaboration? How will students' collaborate?</i> 	Candidate does not describe how to connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate does describe how to connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate does describe how to connect concepts, address different perspectives and digital resources to engage learners higher-level learning in at least one of these higher – order skills: critical thinking, creativity, and collaborative problem solving.	Candidate describes how to create multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.

<p>5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p>VDOE 5</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>How will students make connections between your content in your class with real world problems?</i> • <i>How will students engage in authentic learning?</i> • <i>Will you incorporate social justice issues in your class? How? Why, or why not?</i> 	<p>Outcomes represent low expectations for learners and lack of rigor. Description of learning does not reflect a sequence of learning and have no connection to authentic local and global issues.</p>	<p>Outcomes represent moderately high expectations and rigor. Description reflects important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Description exhibits a sequence of learning with connection to authentic local and global issues.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. Description connects to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in the paper and artifact.</p>
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INSTRUCTIONAL PRACTICES

InTASC 6. Assessment. 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 teacher and learner decision making.

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<p>6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making.</p> <p>VDOE 4</p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>What are your beliefs about assessment? How do students' assessments inform your teaching?</i> • <i>How are students involved in the process?</i> 	<p>Candidate does not describe beliefs about assessment in the lesson or unit and does not explain how assessments inform instruction.</p>	<p>Candidate's description of the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision-making.</p>	<p>Candidate's description to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.</p>	<p>Candidate has a well-developed description and understanding of formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate described particular approaches to be used and explain the active involvement of the learner in decision-making.</p>
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Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner 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.				/8
<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p>VDOE 2</p>  <p><i>Question to consider:</i></p> <ul style="list-style-type: none"> How will the education theory(ies) you prescribe to inform your instruction? 	<p>Outcomes represent low expectations for learners and lack of rigor. Description of the instruction does not reflect learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>Outcomes represent limited levels of expectations and rigor. Description of the instruction reflect the importance of learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Description exhibits a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Description of instruction in the paper and artifact is effective at increasing learning.</p>	<p>All outcomes represent high expectations and rigor and important learning across disciplines. The description connects to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Description of instruction in the paper and artifact represents effective learning for all learners.</p>
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p>VDOE 2</p>  <p><i>Question to consider:</i></p> <ul style="list-style-type: none"> How will your understanding of the community, school culture, and students inform your instruction? 	<p>Candidate's description does not reflect an understanding of learners, how they learn, and the context of the community.</p>	<p>Candidate's description and artifact reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p>	<p>Candidate's description reflects an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>	<p>Candidate's description reflects a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Descriptions are tailored to represent the context and needs of learners and their communities.</p>

<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. VDOE 3</p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>Based on the education theory(ies) you believe in what instructional strategies would encourage learners to develop a deep understanding of the content area?</i> • <i>What strategies would help students build interdisciplinary and/or real-world connections?</i> 	<p>Candidate describes little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p>	<p>Candidate describes a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>	<p>Candidate describes a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	<p>Candidate describes a familiarity with a wide range of effective pedagogical approaches in the discipline. The candidate understands how to encourage learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>
<p>8. 2 Candidates build skills to apply knowledge in contemporary meaningful ways. VDOE 3</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>What skills do you believe are essential to developing your class? Explain.</i> • <i>How will the skills they develop in your class be meaningful and contemporary?</i> 	<p>Candidate does not describe pedagogical content knowledge in contemporary or meaningful ways.</p>	<p>Candidate describes knowledge of instruction in ways that are outdated or ineffective.</p>	<p>Candidate describes knowledge of appropriate content instruction in contemporary meaningful ways.</p>	<p>Candidate describes contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p>

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
PROFESSIONAL RESPONSIBILITY				
InTASC 9. Professional Learning and Ethical Practice. The 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.				/8
<p>9.2 Candidate 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).</p> <p>VDOE 6</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • How will you continually evaluate your practice? • What evidence will you use to support your instructional choices? 	<p>Candidate has no suggestions on how to self-evaluate teaching practices.</p>	<p>Candidate describes general ways on how to improve teaching practices but does not address how their choices and actions affect others.</p>	<p>Candidate understands and describes how to evaluate his/her practice and identifies ways to revise lessons for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.</p>	<p>Candidate has a strong understanding and description on how to evaluate his/her practice and identifies specific revisions to the lesson for future use. Evaluations draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and community.</p>
<p>9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</p> <p>VDOE 6</p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • How will you demonstrate to your students that you are dedicated to their personal and academic growth and success? • How will you demonstrate to the school community (leadership, teachers, parents) that you are a dedicated teacher? 	<p>Candidate does not describe how she/he will be an ethical and dedicated teacher.</p>	<p>Candidate describes how she/he will be an ethical and dedicated teacher.</p>	<p>Candidate displays high standards of how she/he will be an ethical and dedicated teacher.</p>	<p>Candidate has highest standards of honesty, integrity, and confidentiality and describes leadership roles with colleagues to uphold ethical practices.</p>
InTASC 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for 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.				/4
<p>10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members</p>	<p>Candidate does not describe qualities of teacher leaders.</p>	<p>Candidate’s description of qualities of a teacher leader are superficial and lacks description on how he/she envisions him/her-self</p>	<p>Candidate describes the qualities of a teacher leader. And envisions him/her-self using digital tools and resources to collaborate</p>	<p>Candidate’s description of the qualities of teacher leader is thorough. The candidate describes his/her</p>

<p>(using digital tools and resources) to ensure learner growth and to advance the profession.</p> <p>VDOE 6</p>  <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • <i>What are the qualities of a teacher leader?</i> • <i>How will you demonstrate that you are a teacher leader in the school community?</i> 		<p>as a teacher leader.</p>	<p>with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.</p>	<p>leadership style and collaborates with learners, families, colleagues, other school professionals, and t h e community. Candidate describes taking leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.</p>
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Mechanics and Composition			/2
<p>Candidate writes clearly and effectively, supports his/her beliefs with education research and theories/philosophies; and sites sources using APA.</p>	<p>Approaching the Standard (1)</p> <p>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.</p>	<p>Met the Standard (2)</p> <p>Use of correct grammar, punctuation and spelling. Sentences are mostly 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.</p>	/70
Total Possible Points			

Assignment #4: Field Experience Report

	Exemplary (14-15)	Proficient (13)	Emerging (12 or below)
Critical Incidents	The critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices).	For the most part, Minor, the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with infrequent lapses in clarity.	Rarely does the critical incidents provide classroom context and explicit detail in what occurred (critical incidents, burning issues/questions or best practices) with frequent lapses in clarity.
Personal Application (Metacognition)	The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.	The reflection demonstrates students some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application	A clear connection to classroom application or to an adolescent student is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.

Grade _____ / 45 points Comments: _____

Assignment #5: Current Education Issue Presentation, Discussion, & Handout

	(5 points)	(3 points)	(1 point)
Content (5 pts x 2)	The content of the presentation/handout is relevant and appropriate to the topic.	The content of the presentation/handout is mostly relevant and appropriate to the topic.	The content of the presentation/handout is somewhat relevant and appropriate to the topic.
Citations and Handout (5 pts)	The handout is informative, concise (one page front and back or less) and includes at least three citations in correct APA format.	The handout is somewhat informative, concise (one page front and back or less) and includes at least two citations.	The handout is somewhat informative, concise (one page front and back or less) and includes less than two citations and/or APA format is not correct.
Discussion (5 pts x 2)	The presenter(s) used effective questioning and helped to facilitate the discussion with peers.	The presenter(s) used somewhat good questioning and managed the discussion with peers.	The presenter(s) were not prepared or used fact based questioning that stifled discussion with peers.

_____ / 25 pts

Participation and Professionalism Rubric

Distinguished 60 points	Proficient 40-50 points	Basic 20-30 points	Unsatisfactory 0 points
<p>The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student actively participates in small and/or whole group class meetings; student discusses and references course readings in thoughtful, relevant & meaningful ways. No use of phones, computers, or other devices when not instructed by professor.</p>	<p>The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; student discusses course readings in relevant ways. No use of phones, computers, or other devices when not instructed by professor.</p>	<p>The student may be late or miss class more than once; is prepared for class; participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes; if an absence occurs, the procedure outlined in the syllabus is followed; some use of phones, computers, or other devices when not instructed by professor.</p>	<p>The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is not prepared for class; and does not actively participate in discussions.</p>

Appendix B

Field 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 10 hours of observation hours, all of which must involve interactions with individual students and small and large groups of students. Hours must be spread across a minimum of 4 sessions, with no single session lasting longer than five hours. Submit this signed log at the end of the course to Dr. Opfer.

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Dates	Activities as an observer	Activities as Participant	Hours

GMU student signature: _____

Teacher Mentor signature: _____

Appendix C Critical Incidents Reflection

<p><u>Critical Incidents</u> What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?</p>	
<p><u>Burning Issues/Questions</u> What issues or concerns can you identify from your recent work in schools?</p>	
<p><u>“Best Practice” Tips</u> What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?</p>	
<p><u>Philosophy-in-Action</u> How has what you’ve witnessed or done in schools impacted your evolving philosophy of education and your answers to these philosophy questions?</p>	
<p>Describe an artifact/image (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):</p>	

Appendix D

Suggested Field Experience Activities

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

- Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- Observe a lesson in which individualization of instruction is a major focus. How does the 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: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/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 422/522 class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix E

Observation Notes

Focus	Questions to Consider	Evidence /Reflection
Teaching processes and practices	<p>How does the teacher begin the lesson?</p> <p>How does the teacher convey the objective for the day?</p> <p>How does the teacher transition between activities?</p> <p>What strategies does the teacher use to facilitate the lesson (e.g. connecting to prior knowledge, culturally relevant examples, modeling, investigation, independent practice, etc.)?</p> <p>What routines / procedures were observed during your visit?</p> <p>How does the teacher bring closure to the lesson?</p>	
Student-teacher interactions	<p>How does the teacher facilitate whole-class discourse?</p> <p>How does the teacher encourage disengaged/reluctant students?</p> <p>How does the teacher work with students who move quickly and/or more engaged or appear more academically advanced than other students in class?</p> <p>What kinds of questions does the teacher ask during instruction (e.g. open-ended, closed, higher order)?</p> <p>How did the teacher keep students engaged throughout the lesson?</p> <p>Was there a pattern of whom the teacher called on? What was it?</p> <p>How does the teacher manage wait time?</p>	

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Student-student interactions	<p>What is the primary way that students communicate during class (i.e. whole group, small group, combination)?</p> <p>What was the nature of the talk between and among students (e.g. sharing answers, discussing problem solving strategies)?</p> <p>How are students arranged for instruction?</p> <p>What do students do when they disagree with each other?</p>	
Teaching and learning with technology	<p>What technology was available in the classroom?</p> <p>Did the teacher utilize the available technology?</p> <p>Did the teacher seem comfortable with the technology?</p> <p>Besides technology, did the teacher use any other teaching tools (such as manipulatives)?</p>	
Teacher interactions with students with special needs	<p>What kinds of learning needs were represented in the classroom?</p> <p>Was the class co-taught? If so, what was the instructional style of the co-teachers?</p> <p>What kind of accommodations / modifications for students with special needs did you observe during the lesson?</p>	
Teacher interactions with diverse populations	<p>Were there any English language learners (ELLs) in the classroom?</p> <p>Was there an ELL support staff or co-teacher? If so, what was instructional style of the two teachers?</p> <p>Did the teacher consider cultural differences during instruction? How so?</p> <p>Did the teacher use culturally relevant examples during instruction?</p>	