



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

**EDCI 597 (Section A07), "Perspectives on Extraordinary Teaching"
(3 credits)**

Key Information

Instructor: Kristien Zenkov, PhD, Professor

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Class Meetings

Tuesday/Thursday (June 2, 4, 9, 11, 16, 18), 4:30-7:10 pm, synchronous online

Wednesday (June 3, 10, 17), 8:00 am – 3:00 pm, asynchronous online

Please note that our class will meet synchronously online for six sessions (the Tuesdays and Thursdays of our class), and you will also meet for three asynchronous online sessions (the equivalent of our all-day Wednesday meetings) in independent and small group research meetings to examine various perspectives on extraordinary teaching. Attendance at all sessions is mandatory. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Instructor Introduction

The best teachers know themselves as readers, writers, speakers, listeners, presenters, and creators. I will ask you also to know yourselves as photographers, artists, designers, community constituents, and researchers. Teachers must be resilient individuals who are willing to take risks to let a broad range of literacies matter to themselves, their students, and the larger community. I will expect you to be your best, brightest, most thoughtful, and most creative selves in this course. I intend that this class will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising standards for your behavior, participation, and openness, and I will work diligently to ensure that you meet these standards.

As the instructor for this course, I bring the perspectives of a teacher, a teacher educator, and a scholar with considerable experience working with diverse adolescents and professionals. I approach all educational experiences with the goal of helping students to learn to be active, creative, “real world” members of a just society. I am also deeply committed to respecting teachers as professionals with considerable knowledge about how to prepare the next generation of educators. I believe it is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years of experience, as a scholar, and as an advocate for youth and public schools, I believe that playing a critical role is my right and responsibility. I hope you will take on this same role.

Prerequisites/Corequisites

None

Course Description

EDCI 597, “Perspectives on Extraordinary Teaching” is designed to support the development of reflective, professional, collaborative, and research-based secondary school practitioners across subject areas. It calls on us to answer three (sets of) questions, with words and pictures:

- 1) What makes an extraordinary teacher? What does a great teacher do to support students’ willingness to attend and be successful in school?
- 2) What do teachers do to get in the way of students’ willingness to attend and be successful in school?
- 3) What is the evidence that a teacher is successful at their job?

In order to respond to the growing diversity of youth and their cultures and literacy capacities, this course calls on pre-service and in-service teachers to interact with young people and teachers in a range of school settings, exploring their points of view on teaching using a range of methods and visual and technology-oriented media, including the visually-oriented interview procedures developed by the “Through Students’ Eyes” project. Students will both learn about exploring young adults’ and teachers’ perspectives on school as a research/instructional method and as means to understand and respond to these points of view via their teaching practices.

Traditionally, this course has also been intended to provide pre/in-service teachers with multiple opportunities to plan and implement instruction, with individual, pairs and small groups, and large groups of students, across the age/grade span of the teaching license for which you are being prepared (or that you have already earned). In the past we have worked to implement the “High Leverage” teaching practices (Appendix 1) and to evaluate your instruction via the “InTASC Model Core Teaching Standards” (Appendix 2). Due to the transition to an online format for the Summer 2020 version of this course, we will likely not be able to engage in these teaching opportunities; instead we will consider a wider range of points of view on teaching using other media and the pre/in-service teachers enrolled in this class will be expected to play larger facilitation roles.

Course Delivery

The course will be delivered through a variety of online and individualized instructional approaches. During our virtual class meetings there will be large group, small group, and individual activities. These will be facilitated by Zenkov and by small groups of the members of our class. Zoom, Google Classroom/Google Drive (class code: 4qbxil5), GMU’s Blackboard course framework will be used throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. In addition, you will need a Gmail address to access Google Drive and the resources on Google Classroom, and you will also need Instagram and Padlet accounts. Please inform the instructor of any accessibility concerns the first day of class.

For Online Courses Only: Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Virtual Site Visit Structure: Site, Sources, and Informants

Each Wednesday (or at other points in the week that work best for you and your classmates) you will spend time working independently and with your POET Online Research Team (PORT) to conduct virtual site visits, research, reviews, and interviews. While we would typically visit three schools across the weeks of our course, for the Summer 2020 online version of this class, you will need to virtually “visit” as many sites, consider as many sources and perspectives on extraordinary teaching, and “meet” with as many individuals and groups as you can.

Note: Our goal is to use purposeful and intervention-focused site, source, and informant selection: That is, we will review, interview, or otherwise gather information from sources that you believe will give you/us important insights about extraordinary teaching and/or could benefit from you paying attention to the individual/perspective you are considering.

Our sites, sources, and individuals/groups will include—but not be limited to—the following:

Ourselves and Our Circles

- Yourself
- Your parent and/or one of your adult family members
 - A young person in your life
- Former, current, future students (of the age/demographic you are or hope to teach)
 - Adolescents who have completed the POET survey and/or interviews
 - POET alums’ projects

...Plus YOUR choices

Outside Us and In the World—and Unofficial

- A contemporary young adult book
 - A canonical young adult book
- A contemporary television show
 - A “classic” television show
 - A contemporary movie
 - A “classic” movie
- A social media platform

...Plus YOUR choices

Obvious and Explicit—and Official

- A textbook from a middle/high school
- A textbook from an education class
 - Professional teaching standards
 - Research articles
- Department of Education (states and federal) reports
 - Teacher assessment tools

...Plus YOUR choices

The Photovoice Method

For each of these sources we will ask you to document answers to the three project questions not just in words—their own or those you gather—but also via images. Ideally pictures the sources/individuals take, but potentially pictures they select, or, as necessary, pictures you take or choose to illustrate the answers, practices, and ideas you encounter. You will collect these insights and images via various forms, you will share highlights of these images and perspectives each class session, and you will use these to craft the Learning Activities detailed below.

Course Outcomes/Objectives

This course is designed to support pre-service and in-service secondary school teachers as they:

- articulate their own perspectives on school and exceptional teaching in their subject areas and also explore young people's and teachers' points of view (INNOVATION, RESEARCH-BASED PRACTICE);
- produce illustrated reports of their findings, using images and writings to share their own points of view on school, the perspectives of the children and youth and teachers with whom they work, and the means through which they will bridge these three sets of perspectives (COLLABORATION, INNOVATION, RESEARCH-BASED PRACTICE, SOCIAL JUSTICE); and
- develop a portfolio of effective subject-specific teaching strategies for engaging children and youth (COLLABORATION, ETHICAL LEADERSHIP, INNOVATION, RESEARCH-BASED PRACTICE).

Course Readings

Notes: Cushman (2005, 2009) texts are required and must be purchased; additional readings will be provided by the instructor(s). In addition, you will need access to Google Drive/Google Classroom (via a Gmail account) and both Padlet and Instagram accounts.

Required (*provided by instructor)

- Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. The New Press.
- Cushman, K. & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. The New Press.
- *Cushman, K., Zenkov, K., & Call-Cummings, M. (forthcoming). *Fires in our lives: Advice for teachers from high school students*. The New Press.

Recommended and/or provided by instructor

- Benson, J. (2019, May). When rules get in the way. *Educational Leadership*, 76(8), 34-39.
- Berg, J. H. (2019, May). Leading together/growing pains. *Educational Leadership*, 76(8), 84-85.
- Boser, U. (2019, May). Learning to learn: Tips for teens and their teachers. *Educational Leadership*, 76(8), 70-78.
- College Board Advocacy & Policy Center (2011). *Student voices: What makes a great teacher?* College Board.
- Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.
- Dejulius, D. C., & McLean, L. H. (2019, May). Meeting struggling teens where they are. *Educational Leadership*, 76(8), 74-78.
- Eager, J. (2019, May). Supporting students' intersecting identities. *Educational Leadership*, 76(8), 58-63.
- Ewald, W. (2011). *Literacy and justice through photography: A classroom guide*. New York: Teachers College Press.
- Farah, M., Lewis, J., Jung, M., Lombardi, J., Hemmings, E., Moehlig, S., . . . Baker, M. (2019, May). Teen voices: What we really need from schools. *Educational Leadership*, 76(8), 46-50.

- Fisher, D., & Frey, N. (2019, May). Show & tell: A video column / "There was this teacher...". *Educational Leadership*, 76(8), 82-83.
- Fritzen-Case, A. (2019, May). Seeing-and supporting-immigrant teens. *Educational Leadership*, 76(8), 40-45.
- Fulla, M., Gardner, M., & Drummy, M. (2019, May). Going deeper. *Educational Leadership*, 76(8), 64-69.
- Goodwin, B. (2019, May). Research matters/Cultivating curiosity in teens. *Educational Leadership*, 76(8), 80-81.
- Hall, H. R. (2019, May) What do black adolescents need from schools? *Educational Leadership*, 76(8), 52-57.
- Hardie, E. (2019, May). Giving teens a place at the table. *Educational Leadership*, 76(8), 18-23.
- Hart, C. (2019, May). Controlled burn: A story of growth. *Educational Leadership*, 76(8), 28-33.
- Maira, S. & Soep, E. (Eds.) (2010). Introduction. In *Youthscapes: The popular, the national, the global*. University of Pennsylvania Press. Xvi-xxv.
- Milner, H. R., IV. (2019, May) Confronting inequity/bringing after-school to school. *Educational Leadership*, 76(8), 86-87.
- Mitra, D., Serriere, S., & Stoicovy, D. (2012). The role of leaders in enabling student voice. *Management in Education*, 26(3), 104-112.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Pellegrino, A. & Zenkov, K. (February, 2016). The connective power of project-based clinical experiences. *Edutopia*. Retrieved from www.edutopia.org/blog/connective-power-project-based-clinical-experiences-anthony-pellegrino.
- Rebora, A. (2019, May). Honoring the teen brain: A conversation with Thomas Armstrong. *Educational Leadership*, 76(8), 24-27.
- Ripley, A. (October, 2012). Why kids should grade teachers. *The Atlantic*.
- Thiers, N. (2019, May). Reader's guide / can't we let teens be teens? *Educational Leadership*, 76(8), 7-7.
- Tomlinson, C. A. (2019, May). One to grow on / being a guiding light teens need. *Educational Leadership*, 76(8), 88-89.
- Toshalis, E. & Nakkula, M.J. (2012). *Motivation, engagement, and student voice*. Jobs for the Future. Boston, MA: Author.
- Vatterott, C. (2019, May). The teens are not alright. *Educational Leadership*, 76(8), 12-16.
- What Kids Can Do. (2003). *First ask, then listen: How to get your students to help you teach them better*. Providence, RI: Author.
- Wilson, B. & Corbett, D. (2007). Students' perspectives on good teaching: Implications for adult reform behavior. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 283-311). Dordrecht, The Netherlands: Springer.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). "If they'll listen to us about life, we'll listen to them about school": Seeing city students' ideas about quality teachers. *Educational Action Research* 15(3), 403-415.
- Zenkov, K., & Harmon, J. (2007). Seeing English in the city: Using photography to understand students' literacy relationships. *English Journal*, 96(6), 24-30.
- Zenkov, K. & Harmon, J. (2014). Through students' eyes: Using "photovoice" to help youth make sense of school. In K. Adams (Ed.) *Expressive writing: Classroom and community*. Lanham, MD: Rowman & Littlefield.
- Zenkov, K., Pellegrino, A.M., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser., S., & McManis, M. (2014). Picturing kids and "kids" as researchers: English language learners, preservice

teachers and effective writing instruction. *The New Educator* 10(4), 306-330. doi: 10.1080/1547688X.2014.965107

Zenkov, K. & Pytash, K. (2018). Critical, project-based clinical experiences: Their origins and their elements. *Clinical experiences in teacher education: Critical, project-based interventions in diverse classrooms*. New York, NY: Routledge.

Note: Additional required readings may be assigned during the course of our class and provided electronically.

Course Materials

Students will need to have access to a digital camera (on a smartphone is fine) and a computer. You will need daily access to the internet, a Google account to be able to access our Google Classroom/Google Drives sites (used only for sharing resources and draft assignments/projects), an Instagram account, and a Padlet account.

Course Expectations and Projects

All written work must be typed, double-spaced, in 12 pt font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session; projects late due to unsatisfactory tardies or absences will be accepted at the instructor's discretion. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance/Participation (40 points)

By virtue of agreeing to work together in this course we instantly formed a new community. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large group, small group, and 1:1/conference activities and discussions.

Individual Attendance/Participation

Attendance in this class is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. 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 instructor (and/or your classmates, if scheduled to meet with them) ahead of time.

Group Attendance/Participation

A primary mode of participation in this class will be via your "POET Online Research Team" (your "PORT"—members of these teams are listed at the end of this syllabus). Each PORT will meet during instructor-scheduled times during our Tuesday/Thursday synchronous class sessions, and each PORT will also need to meet, collaborate, and work extensively during our Wednesday/asynchronous work sessions.

Two of the unique features of this class are its authenticity and its non-hierarchical nature: you will be given the opportunity (i.e., expected) to operate as a co-researcher and co-teacher, with your

peers and Zenkov. We are engaged in the very authentic task of determining what makes an extraordinary teacher—now, in this time, by considering the perspectives/insights of a range of individuals, materials, and experiences. Your PORT will be responsible for two primary tasks:

- Reviewing the readings/resources for your assigned synchronous class session (Session #3, #4, #6, or #7), sharing a maximum 10-minute presentation of key highlights of these sources (particularly regarding the answers they offer to our project questions), and leading our class in a discussion of these readings/resources (using a virtual discussion method that you believe could be used with your own future/current middle/high school students)
- Discussing the readings/resources for our three asynchronous sessions (#2, #5, and #8) in your small group, identifying which of the sources related to each category of perspective (“Ourselves and Our Circles,” “Outside Us and In the World—and Unofficial,” and “Obvious and Explicit—and Official”) your members will review to gather insights (Divide and conquer!), brainstorming additional resources for each category, and meeting with Zenkov during these asynchronous sessions to check-in about your efforts/insights

Learning Activity #1: Your “Perspectives on Extraordinary Teaching” Project, Parts 1/2 (10 points)

For this project you will address each of the three project questions below—each with a picture you took, an anecdote to describe the idea or quality of extraordinary teaching you are considering, and a description of a related teaching practice that you or another teacher might implement. The questions:

- 1) What do YOU believe makes an extraordinary teacher?
- 2) What do YOU believe teachers do to support and impede students’ willingness to attend, be successful in, and stay in school?
- 3) What do YOU believe is evidence that a teacher is successful at her/his job?

Take risks, be creative, and embrace the freedom that this project provides. We will begin this project in class on Tues, June 2nd.

Part 1 (5 points)

Part 1 of this project MUST take the form of a Google Slides presentation and you must also submit your response to one of the questions (picture, anecdote, related teaching practice) to our shared Google Slides presentation on the day the project is due.

Part 2 (5 points)

Once again address each of the three questions above—each with a picture you took, an anecdote to describe the idea or quality of extraordinary teaching you are considering, and a description of a related teaching practice that you or another teacher might implement. Part 2 MUST take the form of ANYTHING BUT a Google Slides presentation.

Part 1 due in class on Thurs, June 4th; Part 2 due in class on Thurs, June 18th

Learning Activity #2: Google Slides Journal and Instagram Posting (30 points)

Beginning on our second day of class—Wednesday, June 3rd—you will complete two daily activities that you will use to compile and share information about answers to our project’s guiding questions and to share insights with the world:

Google Slides Journal

Each day you will review the assigned readings, consider data shared with you, and examine the sources provided and that you collect and make a minimum of three (3) entries in your own Google Slides journal. Each entry should:

- Address a distinct reading/source (and cite this source)
- Include answers to at least one of the project questions (ideally all three)

- Include at least one image to illustrate this answer or represent at least one of the ideas in this reading/source
- Briefly detail a teaching practice related to the answer or idea you are illustrating

Note: While some of these readings/resources will be common or shared, others must be unique to you. These would include the parent/adult family member, young people in your life, your own former/current/future students, the POET survey adolescents, the POET alums' projects, young adult books, television shows, movies, and social media platforms you consider.

Instagram Post

Each day you will then CASE (Copy And Steal Everything) your own journal to craft a brief Instagram post, including a picture related to one of the answers you've detailed to the project questions and a description of a related teaching practice. Be sure to include the hashtag **#SEEDextraordinaryteaching** and **#extraordinaryteaching** in your post.

Minimum 3 Google Slides Journal entries and 1 Instagram Post due on June 3rd, 4th, 9th, 10th, 11th, 16th, 17th

Learning Activity #3: Your "Perspectives and Pedagogies Map" – A Padlet Portfolio (20 points)

For your culminating project for this course, you will create a portfolio of a minimum of ten distinct perspectives on extraordinary teaching, in the form of Padlet map. For each perspective, you must identify a location on a world map to indicate the origin of the point of view, provide a description of a related pedagogical practice that you believe you will implement in your future teaching, and include a photograph to illustrate or represent the perspective or pedagogy. You can appeal to your Google Slides portfolio, your Instagram posts, and all of the materials from our course for these perspectives, pedagogies, and pictures. You can sign up for a Padlet at padlet.com, and you can access a sample Padlet at <https://padlet.com/kzenkov/smtkz8d8mvu9duxq>. *Note: At least three of the perspectives must be those of youths (real or fictional) encountered during our course.*

Due on Thurs, June 25th

Course Assessment: Assignment (Points)

Class Attendance/Participation = 40 points

Learning Activity #1, Parts 1 and 2 = 10 points

Learning Activity #2, Google Slides and Instagram Posts = 30 points

Learning Activity #3, Perspectives/Pedagogies Map = 20 points

Total = 100 points

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.

- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

B = 83-86%

F = Below 70%

A- = 90-94%

B- = 80-82%

B+ = 87-89%

C = 70-79%

Professional Dispositions

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

CEHD Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off 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/>.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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/>.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://ready.gmu.edu/masonalert/>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Schedule of Readings, Assignments, and Topics/Activities

Note: This schedule and its contents are subject to change, as we attempt to construct the most responsive, worthwhile experience possible.

Details	Readings/Sources	Assignments	Topics/Activities
<p>Pre-Session Week of May 25th</p> <p>Weds, 4:15-6:15 pm Thurs, 2:00-3:30 pm</p>	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • Nothing for today • <i>POET Survey (self) and picture for Picture Quiz by Sunday, May 31st</i> 	<ul style="list-style-type: none"> • Individual/Human Venn diagram conferences—introductions, get to know each other, key course structures, brainstorming of sites and sources and informants, bring snack and beverage each class
Ourselves and Our Circles			
<p>Session #1 Tues, June 2nd 4:30-7:10 pm</p> <p>4:30-5:00 pm <i>PORT Conferences</i> 5:00-6:30 pm <i>Synchronous Class</i></p>	<ul style="list-style-type: none"> • <i>Fires in Our Lives</i>, Ch. 1 	<ul style="list-style-type: none"> • POET Survey (self) (by Sunday, May 31st) • Pictures for Picture Quiz (by Sunday, May 31st) • Open Google Slides Journal • Open Instagram account 	<ul style="list-style-type: none"> • Introductions • Zenkovianisms • Virtual Community Handshake • Picture Quiz! • PORT introductions and breakout groups (brainstorming sites, sources, informants) • In class reading: <i>Fires</i>, Ch. 1 • View virtual survey and model survey completion and virtual interview • Begin Learning Activity #1 in class
<p>Session #2 Weds, June 3rd 8:00 am – 3:00 pm</p> <p><i>Virtual Site Visits: Independent/PORT Research Session</i></p>	<ul style="list-style-type: none"> • <i>Fires in Our Lives</i>, Ch. 4 • Zenkov & Harmon “Expressive Writing” chapter • “Can I Do a Photovoice Project” article • Pellegrino & Zenkov “Edutopia” blog • Sample youth interviews – Cara, Razan, Greg • Other source of your choice 	<ul style="list-style-type: none"> • Google Slides Journal Entries (3) • Instagram Update (1) 	<ul style="list-style-type: none"> • PORT/Independent: Review POETs alums Learning Activities #1/#4 (as assigned) • PORT/Independent: Review 3-5 youth surveys; contact for interviews • PORT Meetings and Check-Ins w/ Zenkov
<p>Session #3 Thurs, June 4th 4:30-7:10 pm</p> <p>4:30-5:00 pm <i>PORT #1 Conference</i> 5:00-6:30 pm <i>Synchronous Class</i></p>	<ul style="list-style-type: none"> • <i>Fires in Our Lives</i>, Ch. 5 • “How Do High School Students” article • College Board <i>Student Voices</i> article • Zenkov & Pellegrino <i>Picturing Kids</i> article • Other source of your choice 	<ul style="list-style-type: none"> • Learning Activity #1, Part 1 • Google Slides Journal Entries (3) • Instagram Update (1) 	<ul style="list-style-type: none"> • PORT #1 presentation/discussion • POET alums LAs findings review • Youth survey findings review • Learning Activity #1 tour • PORT Check-Ins

Outside Us and In the World—and Unofficial

<p>Session #4 Tues, June 9th 4:30-7:10 pm</p> <p>4:30-5:00 pm PORT #2 Conference 5:00-6:30 pm Synchronous Class</p>	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> (1st half) ● “Why Kids Should Grade Teachers” article ● “Five Strategies of Award-Winning Online” article ● Contemporary/canonical young adult books (your choice) ● Social media platform #1 (your choice) ● Other source of your choice 	<ul style="list-style-type: none"> ● Google Slides Journal Entries (3) ● Instagram Update (1) 	<ul style="list-style-type: none"> ● PORT #2 Presentation/Discussion ● PORT Check-Ins
<p>Session #5 Weds, June 10th 8:00 am – 3:00 pm</p> <p>Virtual Site Visits: Independent/PORT Research Session</p>	<ul style="list-style-type: none"> ● “3 Tips for Humanizing Pedagogy” article ● “7 Ways to Maintain Relationships” article ● Teaching Channel Videos (your choice): https://learn-teachingchannel-com.mutex.gmu.edu/videos ● Contemporary/“classic” television show (your choice) ● Social media platform #2 (your choice) ● Other source of your choice 	<ul style="list-style-type: none"> ● Google Slides Journal Entries (3) ● Instagram Update (1) 	<ul style="list-style-type: none"> ● PORT/Independent: Review “Outside Us And in The World” resources ● PORT Meetings and Check-Ins w/ Zenkov
<p>Session #6 Thurs, June 11th 4:30-7:10 pm</p> <p>4:30-5:00 pm PORT #3 Conference 5:00-6:30 pm Synchronous Class</p>	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> (2nd half) ● “School at Home” article ● <i>Staff of 2030: Future-Ready Teaching</i> ● Contemporary/“classic” movie (your choice) ● Social media platform #3 (your choice) ● Other source of your choice 	<ul style="list-style-type: none"> ● Google Slides Journal Entries (3) ● Instagram Update (1) 	<ul style="list-style-type: none"> ● PORT #3 Presentation/Discussion ● PORT Check-Ins

Obvious and Explicit—and Official			
<p>Session #7 Tues, June 16th 4:30-7:10 pm</p> <p>4:30-5:00 pm PORT #4 Conference 5:00-6:30 pm Synchronous Class</p>	<ul style="list-style-type: none"> ● <i>Fires in the Middle School Bathroom</i> (1st half) ● “High Leverage”/Core Teaching Practices ● InTASC Model Core Teaching Standards ● “Culturally sustaining pedagogy” article (Paris) ● Other source of your choice 	<ul style="list-style-type: none"> ● Google Slides Journal Entries (3) ● Instagram Update (1) 	<ul style="list-style-type: none"> ● PORT #4 Presentation/Discussion ● PORT Check-Ins
<p>Session #8 Weds, Jun 17th 8:00 am – 3:00 pm</p> <p>Virtual Site Visits: Independent/PORT Research Session</p>	<ul style="list-style-type: none"> ● “Learning with and from” article (Cahill) ● “How Teacher Evaluations Matter” (Harris) ● VDOE standards and assessments (your choice) ● NBPTS criteria and assessments (your choice) ● NBPTS video (ATLAS) (your choice): https://atlas.nbpts.org/cases/ ● Other source of your choice 	<ul style="list-style-type: none"> ● Google Slides Journal Entries (3) ● Instagram Update (1) 	<ul style="list-style-type: none"> ● PORT/Independent: Review “Obvious and Explicit” resources ● PORT Meetings and Check-Ins w/ Zenkov
<p>Session #9 Thurs, Jun 18th 4:30-7:10 pm</p> <p>4:30-5:00 pm Open Conferences 5:00-6:30 pm Synchronous Class</p>	<ul style="list-style-type: none"> ● <i>Fires in the Middle School Bathroom</i> (2nd half) 	<ul style="list-style-type: none"> ● Learning Activity #1, Part 2 	<ul style="list-style-type: none"> ● Learning Activity #1, Part 2 Tour
<p>Thurs, Jun 25th</p>	<ul style="list-style-type: none"> ● None! 	<ul style="list-style-type: none"> ● Your “Perspectives and Pedagogies Map” – A Padlet Portfolio 	<ul style="list-style-type: none"> ● Nothing

Appendix 1: High-Leverage Practices (from Teachingworks.org)

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

2. Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively as they implement instruction and evaluate student learning.

5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

11. Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

12. Learning about students’ cultural, religious, family, intellectual, personal experiences/resources for use in instruction

Teachers must actively learn about their students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ lives to be able to respond appropriately when an out-of-school experience affects what is happening in school.

13. Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

14. Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

15. Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students’ current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

16. Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students

Effective feedback helps focus students’ on specific qualities of their work, highlights areas needing improvement, and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the academic task, and supports students’ perceptions of their own capability. Giving skillful feedback requires teachers to make choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Appendix 2: InTASC Model Core Teaching Standards

The Learner and 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

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

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

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.

The POET Online Research Teams (Your "PORT")

Note: Temporary names have been assigned; you are encouraged (nay, required) to come up with your own better, more accurate team name.

The Dream Team

Cory Apps
Lauren Borkowski
Sydney Eskew
Narlyn Gonzalez Marcelino
Mosaab Sabah
Danielle Simpson

The Supreme Team

Giuliana Bonnette
Erin Kuhn
John Laffey
Christopher Schneider
Lauren Fisher
Hannah Warnick

The Extreme Team

Megan Zinn
Lynnette Cooney
Edward Lauber
Mirela Mrkonjic
Maanasi Naik Olson
Shane Sugianto

The Regime Team

Samar Chanaa
Kaia Lazo
Robert Lowery
Claire Tinsley
Jesus Reyes Rodriguez
Ryan Toole