



Promoting Learning & Development Across the Lifespan

George Mason University
College of Education and Human Development
Secondary Education

SEED 540 DL3

Human Development, Learning and Teaching: Secondary Education

3 Credits, Fall 2020

Online, Asynchronous on Mondays

Online, Synchronous on Mondays at 7:30 pm on 8/24, 9/14, 10/13, 11/16, 12/14

Synchronous Meeting at 8:00pm on 8/31 with Anne Driscoll Melville

Meetings will use Zoom. I will send you a link the night of class

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

SEED 540 explores the processes that influence the intellectual, social, emotional and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment and how technology supports teaching and learning.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes and will finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Internship RequirementsStudents--please note the following requirements for internship applications.
No extensions to the application deadline will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certification.

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)

- ACTFL (Foreign language only...see link below)
 - Praxis II (Content Knowledge exam in your specific endorsement area)
- For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

CHILD ABUSE AND NEGLECT RECOGNITION AND INTERVENTION TRAINING

Every every person seeking initial licensure or renewal of a license shall complete this training. The training module is located at: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html Students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are strongly advised to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit. And, be sure to sign your name at the end of any emails sent to the instructor.

APPLICATION

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

Relationship Between Course Objectives and CEHD Core Values

Course Objectives	Conceptual Framework Core Values
Students will demonstrate an understanding of stages and processes relating to adolescents’ social, emotional, moral, cognitive, and physical development and learning theories by writing a summary reflection. Students will also demonstrate an understanding of how to support student motivation and equity for all students by writing a summary reflection.	Research-based practice Ethical leadership Social justice
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment through active participation in Blackboard discussions, formative assessments and tasks.	Research-based practice Ethical leadership Social justice Innovation
Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a ten page paper on adolescents and motivation.	Research-based practice Ethical leadership Social justice Innovation
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Research-based practice Ethical leadership Social justice Innovation Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.	Research-based practice Ethical leadership, Collaboration Social justice Innovation

Not Applicable

Required Texts

Eggen, P. D., & Kauchak, D. P. (2020). *Using educational psychology in teaching*. Hoboken, NJ: Pearson Education.

Course Performance Evaluation

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

Course Requirements and Assignments

1. Online Participation

Blackboard discussion is an outstanding method for conducting asynchronous discussion focused on specific topics. Since this class is online, it is important to learn about each other and feel comfortable exchanging ideas, whether they are shared by all or not. In fact, debate is encouraged as long as a respectful tone is maintained. Please review the rubric for specific expectations.

- Students are required to post to the appropriate discussion by the date specified on the schedule. Participation should occur throughout the week and not all at the same time. To create a respectful and academic online community, responses should include best thoughts about the readings, assignments, and other students' postings, and the instructor's comments. The discussion board is a safe place to make mistakes and ask questions.
 - Elaborate and/or extend someone else's postings.
 - When possible response should be multimodal (more than one mode/type of information). For example, in addition to writing a response, you should insert hyperlinks, graphics, videos, and/or audio to illustrate the points.
- **Tone:** Post comments using a positive or at least a neutral tone. The most basic rule of Netiquette in the Discussion Forums is to post only comments that you would be comfortable receiving.
- **Content:** Review the content of your posting before posting it. Does it add value to the discussion? Posting irrelevant material impedes the progress of mastering content in the discussion. Does it fulfill the rubric expectations.

To review the rubric for how you will be evaluated, please see Appendix A.

1. Classroom Participation and Attendance Policy: Due to the importance of classroom

presentations and classroom discussion (including case studies) to your total learning experience, attendance and participation are important. Readings must be completed before class. Attendance and participation (including Db and Synchronous meetings) make up 25% of the grade. If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. (Anyone missing more than two classes should see the instructor to discuss dropping the class. There is a 20% point deduction for a missed assignment, unless arrangements have been made with the instructor beforehand.)

2.Oral Group Presentation: Students will be assigned to groups of no more than four students. Each group will select a theory from the list below to summarize, then identify five research articles that apply the theory to instruction. Research should reflect databased research in adolescent development. The presentation should include a class discussion during a scheduled synchronous meeting. The presentation should last 20 minutes using Zoom, (be mindful of the time limit) and should include use of **power point** to present information. The power point should be sent to the instructor at least two days prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point. Each group will choose a theorist presented in the textbook, to include: Piaget, Vygotsky, Bronfenbrenner, Maslow. (20 points)

Assignment #1 Summary of a databased research article

Summarize a peer-reviewed, databased research article related to adolescent development from one of these developmental areas: literacy development, risk-taking behavior, homelessness, career awareness, adolescent pregnancy, and/or self-destructive behaviors such as self-mutilation or gang-involvement. Students will also post suggested strategies for how to learn if adolescents are facing that issue and how to help adolescents cope with the issue in a classroom setting. All students will read the discussion board posts of others and be prepared to comment on one other post (making sure everyone gets at least one comment.) Make sure to include the full reference in APA format for the article on Bb. (10 points)

Assignment #2 Summary of a standardized test from Mental Measurements Yearbook (MMY)

Summarize a standardized test found in the GMU database for Mental Measurements Yearbook. The test must be appropriate for adolescents, and the summary should include the skills assessed, the norming population, the time required to administer the test, administrator training required in order to administer the test. The two reviewer comments should also be summarized, especially for validity and reliability issues. (10 points)

Assignment # 3 Analysis of a Young Adult Novel

Students will choose an adolescent novel from the list below to read and analyze. Options include: *The Hate U Give*, *Downstairs Girl*, *Field Guide to the North American Teenager*, *Fountains of Spain*, *Thirteen Doorways-Wolves Behind Them All*, *Watch Us Rise*, *I Will Always Write Back*, *Wintergirls*, *Fan Girl*, *Marcelo in the Real World*, *Enrique's Journey*, *Revolution*, *More Happy Than Not*, *Artichoke's Heart*, *Muchacho*, *Goodbye Days*, *American Street*, *The List*, *Awaken*, *All American Boy*, *Diamond Boy*, *Learning to Swear in America*, *Birthmarked*.

Students will analyze issues of acceptance, self-concept development, peer relations, relationships with adults and/or personal values and goals. Students will explore how to engage adolescents in discussion and activities around these issues within the context of a content area class. Students can choose a content area context to focus the implementation of the discussion and activities. Students will write a five-page paper that describes the issues in the novel with relation to adolescent development, and a description of five activities that could be implemented in a content area context. Remember to cite the book appropriately. (10 points)

Assignment #4 Interview an Adolescent and Teacher Interview an adolescent about how motivation affects his/her learning and behavior. That is, what motivates this student to succeed? Also, interview a teacher about motivational techniques that work in the classroom. The student and teacher do NOT need to be in the same classroom. The interview and analysis should result in a paper that shows a connection between information gained from the interview with motivation, social/cognitive and cognitive development. Students need to present teaching strategies that support positive motivation and engagement in classroom instruction, with a connection to theory and research discussed in class, in a paper at least five pages in length. References should be cited from the textbook. (10 points)

5. Application Project

Students will create a composite description of a typical adolescent that may be encountered in your content area general education classroom. 1) Describe the physical, social/emotional and cognitive/language development of the adolescent, and resources available to that student in the home, school and community. 2) State and describe strategies for determining that adolescent’s motivation, prior knowledge and values and goals of the adolescent. 3) Describe teaching strategies for meeting the needs of the adolescent described within your content area classroom. 4) State and describe authentic (not tests) assessment strategies that you could use to measure transfer of classroom learning to the adolescent's out-of-school learning. All strategies will be supported by at least two research references for each set of strategies (six references total) **and** the textbook, in APA format. (15 points)

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	95-99	4.00	
A-	90-94	3.67	
B+	86-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	82-85	3.00	
B-	80-81		
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions

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

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through

Commitment to key elements of the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing in professionalism

Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity

Trustworthiness

- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation

Reciprocal, active learning

- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening

Active, supportive interactions

- Technology-supported learning
- Research-based practice

Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community

- Professional dialogue

Self-improvement

Collective improvement

- Reflective practice
- Responsibility
- Flexibility
- Collaboration

Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment or unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrates multiple perspective

Course Schedule

***Note: Additional Readings and material will be posted on Bb under Course Content through the semester. Please check weekly.**

<u>Date</u>	<u>Topic/Assignments</u>
8/24 *Synchronous 7:30	Introductions, goals for the semester, describe your image of an adolescent Research Strategies Overview, Ch 1 Reading Assignment: Ch 1 and 2 Db questions to be posted. Respond by midnight 8/30.
8/31 *Synchronous 7:30	Discussion of Ch 1 and 2 Choose theorist for group presentation from list and date Meeting with Anne Driscoll Melville-Using GMU databases and MMY
	Assignment #1 Due - 9/10 (midnight) Summarize a research article on a topic related to adolescent development and post on Db by midnight 9/10 and comment on a peer's article post by 9/13.
9/7	Labor Day-NO CLASS
9/14	View "Supporting Our Military-Connected Children in School Settings: Moving them from Risk to Resilience" To access and view the module: go to https://training.gmu.edu . You will need to login using your mason username and password. Once you login, you can go to "Supporting Our Military-Connected Children in School Settings: Moving them from Risk to Resilience" module using the Featured Training Modules section from the home page or using the Catalog link from the top menu to gain access to the module. (If you have difficulty in accessing the online module, please contact Samit Vartak (svartak@gmu.edu) for assistance and user support.) You will find questions to guide our discussion of the module our class discussion posted on the Db. Please review them before our 9/21 class.
9/21 *Synchronous 7:30	Discussion of Military Module follow-up questions. Theorist Group Presentations (20 min. each): Piaget and Vygotsky Overview of Ch 3 Db questions to be posted. Respond by midnight 9/27. Assignment: Read Ch 15

- 9/28 Db questions related to Standardized Tests to be posted. Respond by midnight 10/4.
Assignment #2 Due – 9/28 (midnight) Select a standardized test appropriate for use with adolescents from the MMY database. The purpose of the test needs to relate to any area of adolescent development. Choose a test that has two reviewers, then summarize the test, and the reviewers’ analysis. Make sure to include references for reviewers and the test itself using APA format.
 Assignment: Read Ch 3 pgs 84-123.
- 10/5 Db questions for Social-Emotional Development, Ch 3 to be posted. Respond by midnight 10/11.
 Assignment: Read Ch 10.
- 10/13 **Note this is Tuesday**
- *Synchronous 7:30 Theorist Group Presentations: Bronfenbrenner and Maslow
 Db questions for Ch 10 to be posted. Respond by 10/18.
 Assignment: Read Ch 4.
- 10/19 Db questions for Learner Diversity Ch 4 to be posted. Respond by midnight 10/25.
 Assignment: Read Ch 5.
 Complete Dyslexia Module. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.
 Complete Child Abuse Recognition and Intervention Module. The training module is located at https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html
 Submit both certificates to Bb.
- 10/26 Db questions for Exceptional Learners Ch 5 to be posted. Respond by midnight 11/1.
Assignment #3 Due – 10/26 (midnight) Connect the developmental characteristics of adolescents described in the textbook to the characteristics of the adolescent characters in the YA novel. Brainstorm potential application activities to your content area, if you were to assign the novel to your students.
 Assignment: Read Ch 12
- 11/2 Db questions for Meeting Diverse Needs in the Classroom, Ch 12 to be posted. Respond by midnight 11/8.
 Additional assigned readings: TBD
- 11/9 Assignment: View the ppt describing the “School to Prison Pipeline.”
 Read the article:
<https://www.nytimes.com/2020/04/04/us/politics/black-girls-school-racism.html>
 Be prepared to discuss in class 11/16.

11/16 *Synchronous 7:30	Discuss Equity Issues in public school. Assignment #4 Due – 11/16 (midnight) Interview an adolescent to LEARN about the, student’s goals and values related to school-and life. LEARN from the student’s perspective what the teacher does that is motivating. Interview a teacher, (does not need to be the student’s teacher, to learn what the teach does to motivate students in the classroom. Identify what you can take away to use in your own classroom. Discussion of Developmental Framework for use in Application Project. Assignment: Read Ch 13 and Ch 7, pgs 318-329
11/23	Db questions for Making Learning Accessible to All Students, Ch 13 and Ch 7 to be posted. Respond by midnight 11/29. Additional assigned readings: TBD
11/30	Share draft of Application project on Db by midnight 11/30. Give feedback to one other student by midnight 12/3.
12/7	Application Project Due- 12/7 (midnight) Assignment: View videos posted and prepare to discuss 12/14.
12/14 *Synchronous 7:30	Teaching Adolescents in the Real World Wrap up, Review of Goals for the Semester Return of Projects

Faculty reserves the right to alter the schedule as necessary with notification of students. Therefore, it is necessary for students to regularly check the course Bb.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

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

SEED 540 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT

<p>Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human</p>	<p>Does not meet Expectations (0 points)</p>	<p>Approaching Expectations (1 point)</p>	<p>Meets Expectations (2 points)</p>	<p>Exceeds Expectations (3 points)</p>
<p>Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional & cognitive language development & home/school</p>	<p>Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development</p>	<p>Includes only two of the following characteristics physical, social/emotional , and cognitive language development</p>	<p>Includes all required characteristics of whole adolescent but not the home/school/com munity context</p>	<p>Includes all required characteristics of whole adolescent and home/school/com munity context child the lives in</p>
<p>Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values & goals</p>	<p>Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references</p>	<p>Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references</p>	<p>Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.</p>	<p>Includes four or more strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text</p>

	Does not meet Expectations (0 point)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding of the process of creating a learning environment and strategies for meeting the diverse needs of adolescents in a classroom setting	Strategies described to address the needs of adolescents in the classroom are not aligned to described needs	Strategies are accurate but only one is described	Strategies are accurate and between 1-3 are described with data-based references and text to support	Four or more strategies are described for meeting the needs of adolescents in a classroom setting with data-based references and text support
Design authentic assessment strategies to measure classroom learning and transfer outside of school	Assessment strategies are not designed to inform instruction	Assessment strategies have potential to inform instruction but are not authentic and do not have data-based references	More than one authentic assessment strategy is included to measure classroom learning only with data-based references	More than one authentic assessment strategy is included to measure classroom learning which transfers outside of school and classroom with data-based references
Include six data-based references (in addition to the textbook) in APA format	1-0 references and the text in APA format	3-2 references and the text in APA format	4-5 references and the text in APA format	6 references and the text in APA format

Total 15 points

SEED 540 Rubric Assignment #1 Summary of Research article

____/5 Summarize data-based, peer-reviewed research article and
post by deadline

____/5 Present at least one strategy for determining issues adolescents may
experience and at least one strategy to apply the research finding to
adolescents in your classroom setting

Total: /10

____/5 Summarize description of one standardized test found in MMY to include skills tested
time required to administer, special administrator requirements, and norming population

____/5 Summarize analysis of strengths and weaknesses based on reviewers comments to
Include issues of validity and reliability.

Total: /10

SEED 540

Rubric

Assignment #3 Novel Analysis

____/6

Describe how adolescent developmental characteristics are portrayed in the novel. Briefly describe five activities you could use to incorporate the novel in your own classroom-in your own content area.

____/4

Present analysis in a five-page paper in APA format with references

Total: /10

SEED 540 Rubric Assignment #4 Interview of Adolescent and Teacher

___/2 Interview questions and summary of responses from adolescent and teacher

___/3 Describe the connection between information gathered through the
interview and motivation with reference support from the textbook

___/3 Describe teaching strategies that support positive motivation and
engagement in the classroom that you would use in your own classroom

___/2 Paper is at least five pages in length, APA format with references

Total: /10

SEED 540 Rubric Group Presentation

____/5 Five scholarly references (in APA format) cited in presentation and on last slide
to describe how the theory may be reflected in classroom instruction.

____/7 Brief description of the theory

____/5 Discussion questions for class

____/3 Use of **PowerPoint** to make presentation

Total: /20 points

___/10 Participation actively stimulates and sustains further discussion by building on peers' responses, including commenting on a shared belief or asking a new/related question, or offering a different perspective on the discussion.

___/5 Participation in synchronous meetings is timely and consistent.

___/5 Comments and questions in synchronous meetings and on Db assignments use concepts and terminology presented in the textbook and material presented during the class.

___/5 Professional language is used in all interactions.

Total 25 points



SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#)

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID

Health Check.

- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional

webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be share with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
-

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course
- Locate and select the Help Center button on the LockDown Browser toolbar
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz
- Upon completing and submitting the practice quiz, exit LockDown Browser

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, phones, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted