

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education**

***ELED 342 Section 003***  
***Foundations of Elementary Education***  
3 credits/Spring 2020  
10:30am-1:10 pm/Wednesdays  
Thompson Hall, Room L018, Fairfax Campus

**Professor:** Dr. Mandy Bean  
**Office Hours:** By appointment  
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**COURSE DESCRIPTION:**

A. **Prerequisites:** EDUC 200: Introduction to Teaching; EDUC 301: Introduction to Diverse Learners; or prior permission from the instructor

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education. Offered by Graduate School of Education. Limited to two attempts.

C. **Expanded Course Description:** N/A

D. **Field Hours:** None.

**COURSE DELIVERY METHOD:**

This course is structured to use multiple instructional formats. It is a hybrid course: we will engage in eight face-to-face class sessions as well as six synchronous and asynchronous online discussions and activities. Class sessions will include small/large group discussions and tasks, lecture, and student led activities. See: <https://masononline.gmu.edu/course-delivery-methods/>

This course uses Blackboard (also Bb) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

**LEARNER OUTCOMES:**

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

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;

2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities
4. exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices

**PROFESSIONAL STANDARDS:**

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

**National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher**

**Preparation**

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create a supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.
- 4.

**InTASC Standards**

Standard 2: 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 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.

**8 VAC 20-25-30. Technology standards**

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

**Technical Requirements**

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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 the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

#### REQUIRED TEXTS:

Koch, J. (2019). *Teach: Introduction to Education*. Sage Publications, Inc.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on Blackboard

#### COURSE PERFORMANCE EVALUATION:

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

#### COURSE ASSIGNMENTS:

##### 1. ASSIGNMENT DESCRIPTIONS

###### *a. ATTENDANCE AND PARTICIPATION*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled classes and asynchronous/synchronous online meetings outlined within the syllabus**. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week's attendance and participation grade and as an absence. **Students with two or more absences will not receive credit for the course.**

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources. The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

###### Participation Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

For Face to Face sessions, laptop and tablet use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). **LAPTOPS WILL BE CLOSED DURING DISCUSSIONS, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods.** Cell phones may be used during break.

## **B. EXIT TICKETS**

For the last ten minutes of each class, you will complete an exit ticket that relates to course content and perhaps how your thoughts changed/evolved given our readings/discussions. This serves as a type of “exit ticket” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

## **C. EDUCATIONAL HISTORY**

We know from the research literature that our prior school experiences as a student (a.k.a. our Apprenticeship of Observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-3 pages in length (double spaced) and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include ANY or ALL of the following:

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

## **D. BELIEFS ON EDUCATION: DEVELOPING A “SUCCESSFUL SCHOOL” VISION STATEMENT**

As we move through the course, you will identify, develop, and refine your beliefs about what it means to be a successful school. These beliefs will likely to shift, grow, and deepen as you learn more

about the teaching profession. This assignment serves as an initial tool to uncover what you think is best for teaching and learning.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a 'working document' (google doc format discussed in class) that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

Your 'working document' should include your final beliefs statement which will address each of the following prompts:

- I believe that teaching...
- I believe that learning...
- I believe the purpose of schooling is...
- I believe students learn best when **they**...
- I believe students learn best when **the teacher**...
- I believe community/family is/are...

This document serves as an evolving draft of your beliefs and you will submit this draft to Dr. Bean. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for the two drafts, due SUNDAYS Feb 23<sup>rd</sup> and March 29<sup>th</sup> by **11:59pm**. You will receive **5 points each** for turning in these drafts on time.

The final **School Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about schooling.

Example:

*"A successful school is a place where 21<sup>st</sup> century goals are met and individuality as well as creativity are valued. All students are held accountable for achieving to their highest abilities and relationships are fostered by a united community of learners."*

Your final vision statement is due on April 28<sup>th</sup> by 11:59pm. You will upload your statement as well as your final full draft/notes.

### ***E. Professional Issues for Teachers: Class Presentation***

What professional issues confront teachers in their day to day lives? For this assignment, you can consider an education issue as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

To this end, you will select and analyze a professional issue that is of particular interest or importance to you. You will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your current field placement. You will give a 10-12 minute presentation on your topic. A rubric will be provided at a later date with specific components.

The process of brainstorming, research, and initial analysis of your issue will be supported in class with a visit with Education Librarian as well as peer conferences.

## F. Special Education (SPED) and English Language Learner (ELL) Modules

The purpose of this assignment is to provide you a background on SPED and ELL students. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. You will post both responses from BOTH modules into **one word document**.

### Module #1:

MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*: <https://iris.peabody.vanderbilt.edu/module/preref/>

Copy and paste the questions from the assessment into a word document.

### Module #2:

*Teaching English Language Learners: Effective Instructional Practices*: <https://iris.peabody.vanderbilt.edu/module/ell/>

Copy and paste the questions from the assessment into a word document.

## 2. Assignment Points

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3	a. Class Participation (1.4 pts per class)	20	Ongoing
1, 2, 3	b. Exit Tickets (1.4 per ticket)	20	Weekly after class (time will be provided in class)
1	c. Educational History	10	Sunday, Feb 2
1	d. Developing a "Successful School" Vision Statement	20	Draft #1 (5 pts): Feb 23 Draft #2 (5 pts): Mar 29 Final (10 pts): April 28
1, 2, 3	e. Professional Issues for Teachers: Presentation	20	Wednesday, April 15
1, 2, 3	f. SPED and ELL Modules (5 pts each)	10	Sunday, May 3
		<b>100</b>	<b>ALL ARE DUE ON THE ABOVE DATES BY 11:59 pm</b>

## 3. Grading Policies

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.

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	

C+	77-79	2.33	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
C	73-76	2.00	
C-	70-72	1.67	
D	60-69	1.00	
F*	<59	0.00	

\* Note: "C+" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

#### 4. Other Expectations

##### **APA format:**

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6<sup>th</sup> Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

**\*Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

##### **Late work policy:**

It is expected that all class assignments will be submitted on time to the correct location: **LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT PER DAY LATE.** (Example: Due date is Sunday by 11:59pm. It is turned in on Tuesday at 11:59pm will receive an automatic 2 point deduction, before grading for content.) All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.** Assignments turned in late without prior communication will receive an automatic deduction of two points per day.

##### **Revise & Resubmit:**

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

#### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

**CLASS SCHEDULE:**

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

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
1	Jan 22 Campus	What does <i>foundations of education</i> mean?  Syllabus review	Bb: <ul style="list-style-type: none"> <li>▪ Wheatley (2009) – “Willing to be Disturbed”</li> <li>▪ Ayers (2010) – “Seeing the Student” (read article or graphic cartoon or both)</li> <li>▪ Watson (2012) – “A Message from a Black Mom to her Son”</li> </ul>
2	Jan 29 Online	Who are we as individuals and future teachers?  Viewing our students from an ecological model	<i>TEACH: Chap 1: Becoming a Teacher</i>  Bb: <ul style="list-style-type: none"> <li>▪ Brofenbrenner reading TBD</li> </ul>
3	Feb 5 Campus	What is the history of education in the US?  Intro to philosophers: John Dewey and Paulo Friere	<i>TEACH: Chap 3: A History of Schooling in America pgs 32-44</i>  <b>DUE: Educational History on SUNDAY Feb 2</b>
4	Feb 12 Online	Who are our students and how are they different from/alike each other, us, and peers from decades past?	<i>TEACH: Chap 5: Who are Today’s Students?</i>
5	Feb 19 Campus	What are some contemporary trends in education?	<i>TEACH: Chap 6: Contemporary Trends in Education</i>  <b>DUE: Draft of Vision Statement on SUNDAY Feb 23</b>
6	Feb 26 Online	Meet with Librarian, Anne Driscoll  Meet with Dr. Bean individually on topic for presentation on April 15	<i>Research Day</i>  <b>Schedule 10 min online individual meeting with Dr. Bean</b>
7	Mar 4 Campus	For whom does school ‘work’? For whom does school not ‘work’?	Bb: <ul style="list-style-type: none"> <li>▪ Gorski, P. C. (2013). Building a pedagogy of engagement for students in poverty. <i>Phi Delta Kappan</i>, 95(1), 48-52.</li> <li>▪ Read Failure Factories: <a href="https://projects.tampabay.com/projects/2015/investigations/pinellas-failure-factories/5-schools-segregation/">https://projects.tampabay.com/projects/2015/investigations/pinellas-failure-factories/5-schools-segregation/</a></li> </ul>
8	Mar 18 Campus	How should students be taught?  What is most important for our students to learn?	<i>TEACH: Chap 4: What does it mean to Teach and to Learn? p. 50-62</i>  Bb: <ul style="list-style-type: none"> <li>▪ <a href="https://www.edutopia.org/blog/how-people-learn-evidence-based-paul-bruno">https://www.edutopia.org/blog/how-people-learn-evidence-based-paul-bruno</a></li> </ul>



			<ul style="list-style-type: none"> <li>▪ <a href="http://www.doe.virginia.gov/instruction/index.shtml">http://www.doe.virginia.gov/instruction/index.shtml</a></li> </ul>
9	Mar 25 Online	What are the major federal, state, and local policies impacting schools today?	<p><i>TEACH: Chap 3 A History of Schooling in America pg 44-49</i></p> <p>Bb:</p> <ul style="list-style-type: none"> <li>▪ “How Title I Money is Distributed”</li> <li>▪ “Commonwealth Institute: Weighing Support for VA’s Students”</li> </ul> <p><b>DUE: Draft of Vision Statement on SUNDAY March 29</b></p>
10	Apr 1 Campus	What is the best evidence of student learning?	<p><i>TEACH: Chap 4 What does it mean to Teach and to Learn? p.62-64</i></p> <p>Bb:</p> <ul style="list-style-type: none"> <li>▪ <a href="https://www.literacytoday.ca/old-sections/differentiation/key-principles/article/assessment-for-learning-elementary">https://www.literacytoday.ca/old-sections/differentiation/key-principles/article/assessment-for-learning-elementary</a></li> <li>▪ <a href="http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx">http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx</a></li> </ul>
11	Apr 8 Online	What are the attributes of a global classroom?  What are 21 <sup>st</sup> century skills?	<p><i>SKIM TEACH: Chap 7: Classroom Teaching in the Digital World</i></p> <p><i>READ TEACH: Chap 8: The Global Classroom</i></p>
12	Apr 15 Campus	Presentations	<b>DUE: Presentations</b>
13	Apr 22 Online	What is the best evidence of a successful classroom teacher?	<i>TEACH: Chap 9: Classroom Communities</i>
14	Apr 29 Campus	Who are we as future teachers?	<p><i>TEACH: Chap 2: Teaching Stories</i></p> <p><i>TEACH: Chap 10: Making a decision to become a teacher</i></p> <p><b>DUE: Vision Statement due on April 28 (Bring a copy to class)</b></p>
			<b>DUE: SPED and ELL Modules on May 3</b>

### Core Values Commitment

The College of Education & 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

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

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center

(SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

The Writing Center 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/>).

**For additional information on the College of Education and Human Development, please visit our website**

<https://cehd.gmu.edu/students/>

**EMERGENCY PROCEDURES**

You are encouraged to sign up for emergency alerts by visiting the website

<https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>