

George Mason University  
College of Education and Human Development  
**Elementary Education Program (ELED)**

***ELED 242 Section DL2***  
***Foundations of Elementary Education (3 credits)***  
Spring 2021 (January 25 – May 10)  
Synchronous Online: Thursdays, 1:30-4:10pm

**Professor:** Holly D. Glaser, Ph.D.  
**Virtual Office Hours:** By appointment  
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**Recommended Prerequisites:**  
EDUC 200: Introduction to Teaching  
EDUC 301: Introduction to Diverse Learners

**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 School of Education. Limited to two attempts.

**Course Overview:** N/A

**Field Hours:** None.

**Course Delivery Method:** This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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. The course site will be available on or before January 18, 2021. This course will use a combination of Zoom and Google Slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

**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:

1. 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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
2. To get a list of supported operating systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Blackboard Collaborate Ultra or other required web conferencing tools.
5. 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.
6. 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
3. 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.
4. 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.
5. 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.
6. 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.

7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. While we are unable to come to a Mason campus at this time, students 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.
8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **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:

#### **INTASC (The Interstate Teacher Assessment & Support Consortium):**

- **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 #9: Professional Learning & Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their 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. Virginia State Technology Standards for Instructional Personnel:

- 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.

**REQUIRED TEXTS:**

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

Virginia's Standards of Learning (SOLs) for K-6:  
<https://www.doe.virginia.gov/testing/index.shtml>

\*\*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). **\*All assignments subject to change due to Covid-19 changes and restrictions.**

**Assignments and/or Examinations:**

**1. Educational History (10%)**

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?

The rubric used to evaluate this assignment will be provided in class. This activity is worth 10% of your final grade in the course.

## **2. Beliefs on Education: Developing a “Successful School” Vision Statement (20%)**

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. Glaser. Your ideas are expected to be “in progress” so questions and wonderings are acceptable for the **two drafts**, due February 25 and March 25 by 11:59pm.

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 21st 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 29 by 11:59pm. You will upload your statement as well as your final full draft/notes.

The rubric used to evaluate this assignment will be provided in class. Each of the two drafts is worth 5%, and the final is worth 10%, for a total of 20% of your final grade in the course.

### **3. Professional Issues for Teachers: Group Presentation (20%)**

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 and your group members 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 field placement (if applicable). Your group will give a 10-12 minute presentation on your topic.

The process of brainstorming, research, and initial analysis of your issue will be supported in class through peer conferences. Specific guidelines for this assignment, as well as the rubric, will be distributed in class. This assignment is worth 20% of your final grade in the course.

### **4. Special Education (SpEd) and Multilingual/English Learner (MLL) Modules (10%)**

The purpose of this assignment is to provide you a background on students with disabilities and multilingual (English) learners. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. You will post responses from BOTH modules into one word document.

#### **Module #1: Students with Disabilities (SpEd)**

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

Complete the entire module, then copy and paste your responses to the questions in the “Assessment” section into a Word document.

#### **Module #2: Multilingual (English) Learners (MLL)**

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

Complete the entire module, then copy and paste your responses to the questions in the “Assessment” section into a Word document.

The rubric used to evaluate this assignment will be provided in class. The responses to the questions from each module are worth 5%, for a total of 10% of your final grade in the course.

## Other Requirements:

### 1. Attendance and Participation (20%)

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. Therefore, it is expected that **you are on time and attend all synchronous and asynchronous 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** 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.

### 2. Exit Tickets (20%)

For the last several minutes of each class, you will complete an exit ticket that relates to course content and how your thoughts may have 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.

### **3. Work Timeliness Expectations**

All assignments are to be completed **by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

#### **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.

#### **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 7th Edition APA manual, the OWL at Purdue is an excellent 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)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

## COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Assignments</i>	<i>%</i>	<i>Due Date</i> <i>*by 11:59 PM</i>
1, 2, 3	Attendance and Participation	<b>20%</b>	ongoing
1, 2, 3	Exit Tickets	<b>20%</b>	weekly
1	Educational History	<b>10%</b>	Feb. 11
1	Beliefs on Education: Developing a “Successful School” Vision Statement	<b>20%</b> <i>Draft 1: 5%</i> <i>Draft 2: 5%</i> <i>Final: 10%</i>	Draft 1: Feb. 25 Draft 2: Mar. 25 Final: Apr. 29
1, 2, 3	Professional Issues for Teachers: Group Presentation	<b>20%</b>	Apr. 15
1, 2, 3	SpEd and MLL Modules	5% each for a total of <b>10%</b>	May 6

## GRADING POLICIES

The grading for this course is as follows:

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A</b>	<b>93-100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A-</b>	<b>90-92</b>	<b>3.67</b>	
<b>B+</b>	<b>87-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>83-86</b>	<b>3.00</b>	
<b>B-</b>	<b>80-82</b>	<b>2.67</b>	
<b>C+</b>	<b>77-79</b>	<b>2.33</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>C</b>	<b>73-76</b>	<b>2.00</b>	
<b>C-</b>	<b>70-72</b>	<b>1.67</b>	
<b>D</b>	<b>60-69</b>	<b>1.00</b>	
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

**\*Note: “F” does not meet requirements of the School of Education.**

### PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

## Core Values Commitment

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

## GMU Policies and Resources for Students

### *Policies*

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

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](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).

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

## TENTATIVE CLASS SCHEDULE

*\*Faculty reserves the right to alter the schedule as necessary with notification to students.*

Class Meeting	Guiding Questions/Topics	Readings, Activities, and Assignments (DUE BEFORE SYNCHRONOUS SESSION)
Week 1  <b>Thursday, January 28</b>  <b>1:30pm – 4:10pm</b> Synchronous Online	What does <i>foundations of education</i> mean?  Syllabus review	<b>Read:</b> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned, which may include:               <ul style="list-style-type: none"> <li>○ Willing to Be Disturbed (Wheatley, 2009)</li> <li>○ Seeing the Student (Ayers, 2010) – read article or graphic cartoon or both</li> <li>○ A Message from a Black Mom to her Son (Watson, 2012)</li> </ul> </li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Additional work as assigned on Blackboard</li> </ul>
Week 2  <b>Thursday, February 4</b>  <b>1:30pm – 4:10pm</b> Synchronous Online	Who are we as individuals and as future teachers?	<b>Read:</b> <ul style="list-style-type: none"> <li>• Koch, Chapter 1: Becoming a Teacher</li> <li>• Blackboard readings as assigned</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
Week 3  <b>Thursday, February 11</b>  <b>1:30pm – 4:10pm</b> Synchronous Online	What is the history of education in the United States?  Intro to philosophers: John Dewey & Paulo Freire	<b>Assignment #1 Due: Educational History</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>• Koch, Chapter 3: A History of Schooling in America (pp. 32-44 only)</li> <li>• Blackboard readings as assigned</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 4</p> <p><b>Thursday, February 18</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>What are some contemporary trends in education?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 6: Contemporary Trends in Education</li> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 5</p> <p><b>Thursday, February 25</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p>	<p><b>First Rough Draft of Assignment #2 Due: Vision Statement</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 5: Who are Today’s Students?</li> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 6</p> <p><b>Thursday, March 4</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p><i>Meet with Dr. Glaser individually on topic for presentation on April 15</i></p>	<p><b>Individual Conferences during Regular Class Time</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 7</p> <p><b>Thursday, March 11</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>For whom does school “work”?</p> <p>For whom does school not “work”?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ Building a Pedagogy of Engagement for Students in Poverty (Gorski, 2013)</li> <li>○ Failure Factories (Tampa Bay Times, 2015)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 8</p> <p><b>Thursday, March 18</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>How should students be taught?</p> <p>What is most important for our students to learn?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 4: What Does it Mean to Teach and to Learn? (pp. 50-62 only)</li> <li>• Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ How People Learn: An Evidence-Based Approach (Bruno, 2015)</li> <li>○ VDOE Department of Instruction: <a href="https://www.doe.virginia.gov/instruction/index.shtml">https://www.doe.virginia.gov/instruction/index.shtml</a></li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 9</p> <p><b>Thursday, March 25</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>What are the major federal, state, and local policies impacting schools today?</p>	<p><b>Second Rough Draft of Assignment #2 Due: Vision Statement</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 3: A History of Schooling in America (pp. 44-49 only)</li> <li>• Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ How the Title I Money is Distributed (Camera, 2016)</li> <li>○ The Commonwealth Institute: Weighing Support for VA’s Students (Duncombe &amp; Cassidy, 2016)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 10</p> <p><b>Thursday, April 1</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>What is the best evidence of student learning?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 4: What Does it Mean to Teach and to Learn? (pp. 62-64 only)</li> <li>• Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ Assessment for Learning (Literacy Today, 2019)</li> <li>○ Seven Practices for Effective Learning (McTighe &amp; O’Connor, 2005)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 11</p> <p><b>Thursday, April 8</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>What are the attributes of a global classroom?</p> <p>What are 21<sup>st</sup> century skills?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 7: Classroom Teaching in the Digital World (SKIM)</li> <li>• Koch, Chapter 8: The Global Classroom</li> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 12</p> <p><b>Thursday, April 15</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p><i>PRESENTATIONS</i></p>	<p><b>Assignment #3 Due: Group Presentations</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>

<p>Week 13</p> <p><b>Thursday, April 22</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>What is the best evidence of a successful classroom teacher?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 9: Classroom Communities</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> </ul>
<p>Week 14</p> <p><b>Thursday, April 29</b></p> <p><b>1:30pm – 4:10pm</b> Synchronous Online</p>	<p>Who are we as future teachers?</p> <p><i>Course Wrap Up</i> <i>Course Evaluations</i></p>	<p><b>Final Draft of Assignment #2 Due: Vision Statement</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Koch, Chapter 2: Teaching Stories</li> <li>• Koch, Chapter 10: Making a Decision to Become a Teacher</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard</li> <li>• Course Evaluations</li> </ul>
<p>Week 15</p> <p><b>Thursday, May 6</b></p>	<p><b>NO CLASS</b></p>	<p><b>Assignment #4 Due: SpEd and MLL Modules</b></p>