

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

***ELED 542: Foundations of Elementary Education***

ELED 542-DL1

3 Credits, Spring 2021

Synchronous classes will meet Thursday 1:30—4:10

**Faculty**

Name: Dr. Virginia Doherty  
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**For COVID 19 procedures in Spring 2021: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>**

**COURSE DESCRIPTION:**

A. **Prerequisites:** Admission to MEd in Curriculum & Instruction: Elementary Education licensure program

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.

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

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

**NATURE OF THE COURSE DELIVERY:**

This course will be delivered online (76% or more) using both 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. The course site will be available by January 21, 2021.

Since the majority of this course will be held synchronously online, **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](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](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 may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 and software 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/)
  - Zoom – <https://zoom.us/>

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 3 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. 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. The instructor will hold periodic virtual office hours during the course.

- 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.

### **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.

#### **Association of Childhood Education International Standards**

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families,

and other professionals in the learning community and actively seek out opportunities to grow professionally.

### **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.

### **REQUIRED TEXTS:**

Canestrari, A. & Marlowe, B. (2013). *Educational Foundations: An Anthology of Critical Readings (3<sup>rd</sup> edition)*. Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP. Or you can download *Despite the Best Intentions* through GMU library for **free**.

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=2101588>

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 or email).

### **COURSE ASSIGNMENTS:**

#### **1. Assignment Descriptions**

##### ***a. 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 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 videos, 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.

**When on Collaborate, you will use your webcam in small group discussions and when you address the whole group. On Zoom, you will use your webcam during all sessions.**

**The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.**

#### ***a. 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 of the class. These expectations and norms will apply for online discussion as dictated by our schedule.

#### ***b. 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 3-4 pages in length 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:

- When was a time that you felt **seen** as an 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?

Your Educational History is due February 18 by midnight. You will submit it through the assessments tab on Blackboard.

### ***c. Teacher Beliefs: Developing a Vision Statement***

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

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' (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 learning...
- I believe that teaching...
- I believe the purpose of schooling is...
- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...
- I believe community/family is/are...
- I believe collaboration is...
- My professional goals as a teacher are...

This document serves as an evolving draft of your beliefs and you will submit this draft to Dr. Doherty. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for this draft, due on **February 10th by 11:59pm. We will be discussing them in class on February. 11<sup>th</sup>.** You will receive **2 points** for turning in this draft on time.

The final **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 teaching and learning. For example, here is my vision statement:

*My vision as a teacher educator is to develop future teachers who embrace and validate cultural and linguistic differences by carefully building relationships as well as creating a collaborative learning community that best allows instruction to occur for all students.*

Your final vision statement is due on the last day of class, April 29<sup>nd</sup> by 1:30 pm. For full credit, you will upload your statement **as well as your final full draft/notes.**

*d. Community Mapping project (with ELED 543)*

This activity is a community mapping project which encompasses what you are learning in both ELED 543 and 542. Details will be given out in 543 and will be on our Blackboard site under Assignments.

***e. Professional Issues for Teachers: Roundtable discussion***

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 come to class prepared to discuss via roundtable with your notes and handout. We will discuss the roundtable format in class; here is an explanation: <http://www.eval.org/p/cm/ld/fid=171> 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 contact with Education Librarian (Anne Driscoll,) as well as peer conferences.

The handout must be posted on Discussion Board on April 8<sup>th</sup> at 1:30pm, the day of the presentation.

***f. Special Education (SPED) and English Language Learner (ELL) Portfolios ---- PBA***

The purpose of this assignment is to integrate your course readings and field experience observations. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. Four Parts will be uploaded into Blackboard to create a portfolio.

• **Portfolio Part #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. Answer the questions, showing what you learned from the module. Express in your own words—do not cut and paste from the module.

- **Portfolio Part #2**

COMPLETE THE FOLLOWING READINGS:

- Attention-Deficit/Hyperactivity Disorder: <https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf>

- IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): <https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/>
- Language-Based Learning Disabilities: <https://www.asha.org/public/speech/disorders/LBLD.htm>
- Learning Disabilities: [http://www.parentcenterhub.org/wp-content/uploads/repo\\_items/fs7.pdf](http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf)
- Speech & Language Impairments: [http://www.parentcenterhub.org/wp-content/uploads/repo\\_items/fs11.pdf](http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf)

A Special Education teacher or a General Education teacher who teaches a class with special needs students will answer your questions. You will submit questions to ask regarding the referral process or working with Special Needs students.

REFLECTION: Complete a 2-3 page reflection on what you have learned about teaching students with special needs, from the articles, interview and course materials. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb through the Assessment tab.

- **Portfolio Part #3**

MODULE: *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. Answer the questions, showing what you learned from the module. Express in your own words—do not cut and paste from the module.

- **Portfolio Part #4**

COMPLETE THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning: <http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning>
- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms <http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners>
- Being Bilingual May Help Autistic Children <http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html>
- Culturally Responsive Pedagogy <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>
- Standards-based Writing for ELLs <http://www.colorincolorado.org/article/standards-based-writing-ells>

You will have a chance to interview a long time teacher of ELs towards the end of the course.

REFLECTION: Complete a 2-3 page reflection on what you have learned about teaching English learners. Suggested prompts are “I learned...” and/or “Prior to... I believed”. Post to Bb, through Assessments tab.

## Assignment Points

<b>Course Outcomes</b>	<b>Requirements &amp; Assignments</b>	<b>Points</b>	<b>Due Date</b>
1, 2, 3	Participation (journal and/or discussion posts as well as informed class contributions)	20	Weekly
1	Educational History	10	Feb. 18, 2021
1	Teacher Beliefs: Developing a Vision Statement	10	Draft: Feb11 (2points) Final: May 3rd
1, 2	Community Mapping project and preparation	30	Presentation on April 26 at ELED 543 class
1, 2, 3	Professional Issues for Teachers: Roundtable discussion	15	April 8, 2021
1, 2, 3	SPED and ELL Portfolios ---- PBA	15	May 6th by midnight
		<b>100</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. 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	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course.*

**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 not receive full credit**. All assignments must be submitted via **Blackboard** on the due date stated within the syllabus. 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 one letter grade making the highest possible score equivalent to 80% (B).

**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**

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

**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).

## TENTATIVE CLASS SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Content of some classes may be switched. Always work from the weekly folder posted on Course Content. The folder will have the most up to date readings and assignments.

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
1	Jan. 28  Collaborate	What does <i>foundations of education</i> mean?  Who are we as individuals?  Who are we as future teachers?	Bb: -“Willing to Be Disturbed” Ayers (2010) -“Seeing the Student” Watson (2012)  Anthology: Forward and Chapters 1-3 (pp. ix-27)
2	Feb. 4  Collaborate	What are the purposes of school?  Who decides what purposes school serves?	Despite the Best Intentions (DTBI): Ch 1 Bb: “Failure Factories” (2015)  Bring Graphic Organizer: Purposes of Schools
3	Feb. 11  Collaborate	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Gender and Special Needs	DTBI: Ch. 2 Anthology: Chapters 4-5 (pp.29-52) Bb: <ul style="list-style-type: none"> <li>• Choose 1:</li> <li>• Beyond the Dilemma of Difference (special needs/exceptionalities)</li> <li>• Girls and the Curriculum- How schools shortchange girls (gender)</li> <li>• The boy-turn in research (gender)</li> </ul> <b>Brainstorming (Draft) for vision statement</b> was due to Blackboard on Feb. 10 <sup>th</sup> by midnight. We will be using it in this class.
4	Feb. 18  Collaborate	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, and Race	Bb: - Children’s Defense Fund (read 2-3 families) -“Pedagogy of Poverty” Ladson-Billings (2014) (From <i>Big Lies</i> text) Presentations and discussion on last week’s chosen topic Anthology: Chapter 6 <b>DUE: Educational history</b>
5	Feb. 25  Office hours will be held during class time	For whom does school ‘work’? For whom does school not ‘work’?  What are the major federal, state, and local policies impacting schools today?	DTBI: Ch. 3, 4 Bb: Resnick (1995) “How Title I Money is Distributed” and “Commonwealth Institute: Weighing Support for VA’s Students”

6	March 4 Asynchronous	What makes a good teacher?	Anthology: Chapters 7-9 (pp. 71-98) See work in this week's folder in course content Sign up for Educational Theorists for next week
7	March 11	How should students be taught?	Anthology: Ch 8 Bb Philosophies readings (one will be assigned): <ul style="list-style-type: none"> <li>● Noddings (care)</li> <li>● Montessori (constructivism)</li> <li>● Skinner (behaviorism)</li> <li>● Dewey (pragmatism)</li> <li>● Gay (Culturally Responsive Teaching)</li> </ul>
8	March 18	What is most important for our students to learn?	Bb: "The Common Core: Engine of Inequity" (2014) (from <i>Big Lies</i> ) "Common Core: Frequently Asked Questions" "VDOE: Reaffirms support for SoLs, opposes imposition of Common Core" Bb: VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44)
9	March 25	What is the best evidence of student learning?	DTBI: Ch. 5 Anthology: Ch. 10-11 (pp.99-122)
10	April 1 asynchronous	Roundtables	No new readings <b>Roundtable Presentation due</b> and presentations posted on Blackboard
11	April 8	What is the best evidence of teacher success? Summary discussion of DTBI as foundation for looking at the best evidence of teacher success. Submit questions about Special Education	DTBI: Chapter 6  Anthology: Jigsaw of Ch. 12, 13 14, 15,
12	April 15	Focus on Special Education  You will read these articles which will prepare you for your portfolio Part 1 and 2.  Respond to Journal prompt #1	Attention-Deficit/Hyperactivity Disorder: <a href="https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf">https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf</a> IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): <a href="https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/">https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/</a>

			Language-Based Learning Disabilities: <a href="https://www.asha.org/public/speech/disorders/LLD.htm">https://www.asha.org/public/speech/disorders/LLD.htm</a> Learning Disabilities: <a href="http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf">http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf</a>
13	April 22	Focus on English language learners  Respond to Journal prompt #2	Best Practice for ELLs: Peer-Assisted Learning: <a href="http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning">http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning</a> A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms <a href="http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners">http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners</a> Being Bilingual May Help Autistic Children <a href="http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html">http://www.independent.co.uk/life-style/bilingual-autistic-children-study-two-languages-speak-communication-relationships-a8162086.html</a> Culturally Responsive Pedagogy <a href="https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0">https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0</a>
14	April 29	Last class Who are we as future teachers?  How do we organize to best serve our students and our profession? Questions about the portfolio	Anthology: Ch 19 and 21 Epilogue  <b>Final Teacher Belief Statement due. See Assignment tab for details</b> All assignments, including the Portfolio, due to Blackboard by May 6 <sup>th</sup> at midnight.

### 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/>).

### 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 <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**IF YOU HAVE QUESTIONS ABOUT LICENSURE COMPLETION –PLEASE SEE YOUR STUDENT ADVISOR**  
**Rubrics**

### SCHOOL COMMUNITY MAPPING ACTIVITY RUBRIC for your cross curricular assignment

	0/1	2	3
<b>Visual tour of school</b>	Visual tour provides a snapshot into the school and a general sense of the surrounding community (not all ecological systems included)	Visual tour provides some sense of the school and surrounding community with consideration to some ecological systems	Visual tour provides a clear sense of the school and surrounding community with consideration to all ecological systems
<b>School and community description and demographics</b>	Not provided	General description of school, community and demographics of each are included	Thorough and specific description of school, community and demographics of each are included
<b>Aspects of school that make it unique</b>	Not provided	General description of unique aspects of the school is shared	Exhaustive description of unique aspects of the school
<b>Intersection of course readings with your field experiences</b>	Not provided	A limited number and/or general connections are made between course readings and field experiences	Explicit and thorough connections made between course readings and field experiences
<b>Presentation</b>	Presentation is not balanced among group members and does not meet the timing requirements	Presentation is somewhat balanced among group members and stays close to allotted time	Meets the 7-10 minute time frame and includes a balanced amount of contribution among group members
<b>Contributions to Group Project</b>	Did not contribute adequately	Limited contributions and/or participation in the group project	Active and engaged member of the group; contributions equal to/greater than that of other group members

## Rubric for informed participation during our synchronous classes

(This is what I will be listening for)

	<b>Exemplary (.5 pts)</b>	<b>Proficient (.3 pts)</b>	<b>Developing (.1 pts)</b>	<b>Unacceptable (0 pts)</b>
<b>Frequency of participation</b>	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
<b>Quality of comments</b>	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
<b>Listening Skills</b>	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
<b>Preparation</b>	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.