

George Mason University
College of Education and Human Development
Secondary Education
SEED 522.DL1– Foundations of Secondary Education
3 Credits, Spring 2022
Online, Asynchronous

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview

Foundations of Secondary Education offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings.

Course Delivery Method

This course will be delivered in an asynchronous online 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 on 1/22/22.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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.
 - o The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - o Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Monday mornings and will end on Sundays at 11:59pm as indicated on the Class Schedule.
- 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings (when applicable).
- 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 course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Acknowledge and evaluate the varied, competing, and changing purposes of American public education.

2. Have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues.
3. Recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. Be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. Analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies.
6. Examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
7. Take positions on selected issues in education and analyze how those positions relate to teaching style preferences.
8. State their own philosophical positions in regard to the following questions:
 - o What is the nature of one subject matter area you wish to teach?
 - o What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
 - o What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

Professional Standards: InTASC Model Core Teaching Standards and Learning Progressions for Teachers.

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

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Textbooks

Fires in Our Lives: Advice for Teachers from Today's High School Students (Cushman et al., 2021)

- ISBN: 1620975432
- This can be purchased in Kindle or Hardcover format [HERE](#)

Whitaker, T., Good, M.W., & Whitaker, K. (2019). *Classroom management from the ground up*. Routledge.

- A freely accessible e-book from GMU Libraries will be available through Blackboard.
- Students may wish to purchase a hard copy at their own discretion.

All other resources will be provided digitally through the Blackboard course

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment	Total Points Possible
Multigenre Blog Assignment (5 submissions of 3 blogs)	45 (3 per blog)
Clinical Group Debriefs (2 submission)	20 (10 points each)
Interview	15
Participation Activities	10 (2 per module)
Journals	5 (1 for each module)
Total	100

Assignment #1 – Multigenre Blog Assignment: 45% of course grade

45 points = Five submissions of 3 blog posts (3 points per blog post)

Rationale: To articulate and examine your evolving beliefs about teaching and learning.

Developing a teaching philosophy is recognized as a process of articulating and grounding your teaching in a professional vision of what you believe teaching and learning to be. It allows you to continually examine, reflect, and refine your philosophy as you gain understanding and insights from your professional experiences. A *multigenre blog* is defined as a collection of self-contained pieces, representing multiple genres, united by a common theme. Each piece included in the collection should represent an aspect of your teaching philosophy, and be drawn from your research, experience, and class discussions. Using the multigenre approach allows for creativity and innovation as you answer the question “What is my philosophy of teaching?”

Description: Candidates will draw from course readings, discussion, and activities to develop a Multigenre Blog representing their teaching philosophy.

1. Every module, candidates will develop three (3) entries to submit to the blog, for a total of fifteen (15) entries by the end of the course.
2. Entries should be grounded in course concepts and show evidence of thoughtful, reflective consideration of course topics.
3. Be imaginative and creative.
4. Candidates must include a minimum of five (5) different genres over the course of the semester (see below).
5. For every blog submission, candidates must reference the categories listed below. Candidates cannot submit more than one artifact in a given category at one time and must identify the categories under which they submit each artifact.

Genres: Possible genres include: an interview, speech, poem, monologue, editorial, book review, research piece, newspaper article, pamphlet, auto/biography, cartoon/comic strip, encyclopedia entry, timeline, news cast,

poster, infographic, lesson plan, letter, dialogue journal, diary entry, transcript, photograph, Twitter feed, podcast recording, Prezi, spoken word performance, painting/picture, etc.

Evaluation criteria: See rubric posted on Blackboard

1. Quality of blog posts (clarity, detail, effort)
2. Content of blog posts (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected
4. Evidence of engagement with practitioners

Process: Submit blog posts on Blackboard by 11:59 pm (Sunday) which includes all of the following items in the post:

1. Written statement (minimum 300 words)
 - i. **Summarize** and **describe** the two pieces for readers to help them make connections between the modules' course topic and your pieces
 - ii. **Explain** your process in creating these interconnected pieces
 - iii. **Reference** a minimum of two (2) readings that informed your thinking for these pieces
 - iv. **Identify** the category under which you are submitting each artifact
 - v. **Cite** references in APA Style 7th Edition at the end of the statement
2. Three multi-genre pieces (various formats, with no duplicate categories in a single submission)
 - i. Category One: a piece which conveys interactions between more than one actor/agent (or teacher, student, parent, etc.). Some possible genres: dialogue, poem for two voices, comic strip, spoken conversation, e-mails, instant messages.
 - ii. Category Two: a piece which conveys research information. Some possible genres: diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column, summary of research/journal article.
 - iii. Category Three: a piece using a genre appropriate to communicating the information and/or ideas of your inquiry and research. Some possible genres: student work, lesson plan, interview transcript, summary of research/journal article, diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column.
 - iv. Category Four: a piece which allows you to consult and depict the "other side of the issue" (opposing viewpoint). Some possible genres: point-counterpoint, cable television pundits, science fiction, fantasy, drama, public radio talk show, editorial, public or community hearing transcript.
 - v. Category Five: a piece which allows you to integrate multimedia (e.g., podcast, iMovie, Digital Story, Screencast, New Literacies) into your project.

Reference: Assignment adapted from <https://wisconsinenglishjournal.org/2017/06/06/carlson-2/>

Assignment #2 – Clinical Group Debriefs: 20% of course grade

20 points = Two Digital Debriefs (10 points per debrief)

Description: Candidates will collaborate with group members each module (either synchronously or asynchronously) to develop a debrief of their clinical experience.

Rationale: To model and practice the deliberative skills needed for Professional Learning Communities and other collaborative professional growth for faculty in schools.

Evaluation criteria: See rubric posted on Blackboard

1. Quality of digital debriefs (clarity, detail, effort)
2. Content of digital debriefs (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected
4. Evidence of engagement with practitioners

Process: Each module, candidates will need to do the following:

STEP ONE: Individually, search, select, and read a relevant article, essay, news story, or other text that relates to the module's topic in some way

STEP TWO: Individually, read the assigned reading(s) from the module

STEP THREE: Individually, complete all other assignments and activities related to the module's topic

STEP FOUR: Individually, reach out to practitioners related to the module's topic to gain professional wisdom

STEP FIVE: Meet with Clinical Group members synchronously on your group's choice of platform or asynchronously through your group's discussion board or wiki in Blackboard. The discussions will focus on the following:

1. Each member summarizes and reports out on their relevant text related to this module's topic (e.g. an article, an essay, a news story, or an op-ed letter from a professionally appropriate source such as *Education Week; the Washington Post; NEA Today Magazine & Blog; Edutopia; TEACH Magazine, etc.*)
2. The group discusses the reading that were provided that module
3. The group discusses how the assigned videos relate to the module's topic using the provided discussion prompts
4. The group discusses insights, ideas, and comments from conversations with practitioners

STEP SIX: During the synchronous meeting times scheduled by the group, the Clinical Group members prepare a digital debrief of what they discussed and learned. This digital debrief will be posted for the course instructor (in Groups area for scoring/evaluation) and other students to view (on the Digital Debrief Discussion Board)

1. The digital debrief should be 5-7 minutes in length using the "Here's What/So What/Now What" protocol.
2. It can take the form of a group video, an audio/podcast recording, a narrated deck of PowerPoint slides, a screencast, or any other digital medium the group chooses.
3. Submit the digital debrief on the Digital Debrief Discussion Board space and in the Group assignment space on Blackboard by 11:59 pm on date due.

Assignment #3 –Participation Activities: 10% of course grade

10 points = 2 points per module

Description: Candidates will be asked to be several activities about the module topic. Since this course is done asynchronously these will serve as your general participation in the course content. Student engagement in this course is essential to the teaching-learning process. Engagement involves timeliness and active participation. Class participation is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a

timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Rationale: To understand and apply the objectives, standards and dispositions of the course.

Evaluation criteria: The requirements for the participation of each module will be clearly listed at the end of each module. All parts must be completed to get the point for the participation grade. There will be no partial credit for this.

Process: The module will contain the readings, videos, and activities for the module. The module will also discuss any information you need to be aware of for the Clinical Group work, Multigenre Blogs and Journals.

Assignment #4 –Journals: 5% of course grade

5 points = 1 point per module

Candidates will complete a journal entry for a prompt about the module’s topic. This will be a way to communicate with the instructor individually and regularly about your perspective on the education topics we are discussing. It will also serve as a way for you to reflect on your learning in this course, think about how it applies to your own future teaching and begin to cultivate a teaching philosophy.

Assignment #5 - Interview: 15% of your grade

15 points total - interview, analysis and 3-4 page reflection

The purpose of this assignment is to gain an understanding of the experiences and philosophies of a practicing educator. You will conduct a comprehensive interview of an educator and write an analysis of your findings.

Grading

In the interests of consistency and clarity, our program uses the grading scales below for all courses:

<u>Graduate:</u>	<u>Undergraduate:</u>
A = 95-100%;	A = 93-100%
A- = 90-94%;	A- = 90-92%
B+ = 87-89%;	B+ = 86-89%
B = 83-86%;	B = 82-85%
B- = 80-82%;	B- = 80-81%
C = 70-79%;	C = 70-79%
F = Below 70%	D- 60-69%
	F = Below 60%

IN: Incomplete

AB: Absent with permission

Professional Dispositions

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

Class Schedule

**This schedule is subject to change. If any changes are made, you will be notified via Blackboard*

Dates	Agenda	Assignments Due
<p>Module #1</p> <p>Jan 24 – Feb 13</p> <p>Disposition: The Profession of Teaching & Teacher Professionalism</p> <p><i>(1) What does it mean to be a teacher today?</i></p> <p><i>(2) What is the purpose of secondary education in the past, present, and future?</i></p> <p><i>(3) What are the traits of professionalism for a new educator?</i></p>	<p><u>Learn</u> -</p> <ul style="list-style-type: none"> • Module with readings, videos and activities • Submit Participation assignments <p><u>Engage</u> -</p> <ul style="list-style-type: none"> • “People to Know” • 1.5 hours of synchronous meetings with group • Work on Multigenre Blog <p><u>Reflect</u> -</p> <ul style="list-style-type: none"> • Journal 	<p>Due Sun. Jan 30:</p> <ul style="list-style-type: none"> • Learn Participation <p>Due Sun. Feb 13:</p> <ul style="list-style-type: none"> • Multigenre Blog Posts #1-3 • Identify someone to interview during module #3 • Clinical Group notes • Journal Entry
<p>Module #2</p> <p>Feb 14 – Mar 6</p> <p>Disposition: Advocacy and Support with Students and Families</p> <p><i>(1) How do teachers advocate on behalf of students and families?</i></p> <p><i>(2) How do teachers understand student issues, challenges and identities?</i></p> <p><i>(3) How do teachers interact with families and community resources?</i></p>	<p><u>Learn</u> -</p> <ul style="list-style-type: none"> • Module with readings, videos and activities • Submit Participation assignments <p><u>Engage</u> -</p> <ul style="list-style-type: none"> • “People to Know” • 1.5 hours of synchronous meetings with group/Clinical Group Debrief #1 • Work on Multigenre Blog <p><u>Reflect</u> -</p> <ul style="list-style-type: none"> • Journal 	<p>Due Sun. Feb 20:</p> <ul style="list-style-type: none"> • Learn Participation <p>Due Sun. Mar 6:</p> <ul style="list-style-type: none"> • Multigenre Blog Posts #4-6 • Clinical Group notes • Group Debrief #1 • Journal Entry
<p>Module #3</p> <p>Mar 7 – Mar 27</p> <p>(*Note: Mar 14 – Mar 20 is Spring Break, so plan accordingly for your blog and interview)</p> <p>Disposition: High Expectations for Student Learning</p> <p><i>(1) How do teachers take responsibility for student learning?</i></p> <p><i>(2) How do teachers hold high expectations for all learners?</i></p> <p><i>(3) How do teachers encourage positive classroom interactions?</i></p>	<p><u>Learn</u> -</p> <ul style="list-style-type: none"> • Module with readings, videos and activities • Submit Participation assignments <p><u>Engage</u> -</p> <ul style="list-style-type: none"> • “People to Know” • Interview/Interview Analysis • Work on Multigenre Blog <p><u>Reflect</u> -</p> <ul style="list-style-type: none"> • Journal 	<p>Due Sun. Mar 13:</p> <ul style="list-style-type: none"> • Learn Participation <p>Due Sun. Mar 27:</p> <ul style="list-style-type: none"> • Multigenre Blog Posts #7-9 • Interview prep notes • Interview Analysis • Journal Entry

<p style="text-align: center;">Module #4</p> <p style="text-align: center;">Mar 28 – Apr 17</p> <p>Disposition: Feedback, Change, & Growth in Teaching</p> <p><i>(1) How do teachers act on feedback toward improvement?</i></p> <p><i>(2) How do teachers engage in professional growth?</i></p> <p><i>(3) How do teachers use evidence in decision making?</i></p>	<p><u>Learn</u> -</p> <ul style="list-style-type: none"> • Module with readings, videos and activities • Submit Participation assignments <p><u>Engage</u> -</p> <ul style="list-style-type: none"> • “People to Know” • 1.5 hours of synchronous meetings with group • Work on Multigenre Blog <p><u>Reflect</u> -</p> <ul style="list-style-type: none"> • Journal 	<p>Due Sun. Apr 3:</p> <ul style="list-style-type: none"> • Learn Participation <p>Due Sun. Apr 17:</p> <ul style="list-style-type: none"> • Multigenre Blog Posts #10-12 • Clinical Group notes • Journal Entry
<p style="text-align: center;">Module #5</p> <p style="text-align: center;">Apr 18 – May 8</p> <p>Disposition: Legal and Ethical Conduct for Teaching</p> <p><i>(1) How do teachers exhibit integrity and ethical behavior?</i></p> <p><i>(2) How do teachers demonstrate fairness and consistency with rules and regulations?</i></p> <p><i>(3) How do teachers use technology and social media appropriately?</i></p>	<p><u>Learn</u> -</p> <ul style="list-style-type: none"> • Module with readings, videos and activities • Submit Participation assignments <p><u>Engage</u> -</p> <ul style="list-style-type: none"> • “People to Know” • 1.5 hours of synchronous meetings with group/Clinical Group Debrief #2 • Work on Multigenre Blog <p><u>Reflect</u> -</p> <ul style="list-style-type: none"> • Journal 	<p>Due Sun. Apr 24:</p> <ul style="list-style-type: none"> • Learn Participation <p>Due Sun. May 8:</p> <ul style="list-style-type: none"> • Multigenre Blog Posts #13-15 • Clinical Group notes • Group Debrief #2 • Journal Entry

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

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 (seejan <https://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

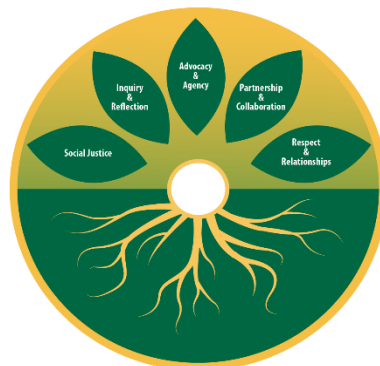
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information 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.

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

The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (“Foundations,” Methods I, Human Development, Methods II, Content Literacy)

- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
“Foundations of Secondary Education”	<p style="text-align: center;">“Advocacy and Agency”</p> <p>The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p style="text-align: center;">Multi-Genre Blog</p> <p>The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate’s teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate’s understanding of why and how they will advocate for their students’ well-being and success and help their students develop greater agency in school and beyond.</p>
Methods I	<p style="text-align: center;">“Social Justice”</p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,</p>	<p style="text-align: center;">Lesson Plan</p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability integrate justice concepts/content into their instruction.</p>
“Human Development and Learning”	<p style="text-align: center;">“Relationships with and Respect for Youth”</p> <p>The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p style="text-align: center;">Case Study/Student Application Project</p> <p>The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p>
	<p style="text-align: center;">Inquiry and Reflection</p> <p>The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one’s teaching practice is foundational to educators’ ongoing and self-</p>	<p style="text-align: center;">Unit Plan/Lesson Implementation</p> <p>Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the</p>

Methods II	<p>directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices—and who can critically reflect on and evaluate their pedagogies—will be the most responsive teachers and will best inspire students to learn.</p>	<p>strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate’s clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate’s understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p>
Content Literacy	<p style="text-align: center;">“Collaboration and Partnership”</p> <p>The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p style="text-align: center;">Disciplinary Literacy Inquiry Project</p> <p>Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning.</p>
Internship and Internship Seminar	<p style="text-align: center;">All SEED Seeds: Applications to Teaching</p> <p>All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
Teacher Research (for Master’s students only)	<p style="text-align: center;">All SEED Seeds: Applications to Teaching and Teaching Inquiries</p> <p>All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	