



Promoting Learning Development Across the Lifespan

**EDCI 597 - 002**  
Special Topics in Education  
**Advocacy & Agency w Adolescent Learners**  
3 Credits  
Spring 2023  
Thursday, 4:30 pm - 7:10 pm  
Class Location: Thompson 2021  
Fairfax Campus

**Instructor:** Dr. Lynda Herrera

**Office Hours:** By appointment in person or via Zoom <https://gmu.zoom.us/j/2601356921>

**Office Location:** SEED Program office Thompson Hall 1800; Fairfax campus

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**Synchronous Class Zoom Link:** <https://gmu.zoom.us/j/2601356921>

#### Course Description

Provides opportunities to study and apply diverse practices and approaches of classroom communication for educators working with adolescent learners in secondary schools. Explores methods of building community amongst educators and learners in the classroom, encouraging learner participation, and forming respectful relationships amongst learners and between the educator and the learner. Presents techniques and attitudes of interpersonal communication applied in secondary school and classroom settings, including giving and receiving feedback, having difficult conversations, resolving conflicts, listening actively, and communicating with parents and families. There are no prerequisites/corequisites for this course.

#### Course Overview

This course is focused on creating classroom connections and relationships between teachers and students. The emphasis on creating connections posits that students will be more successful academically when connections and relationships are formed with the adults around them, as well as that teaching and classroom management become an easier task for the teaching professional. How do we, as educators, build those connections and relationships? This course focuses on building relationships through 1) dramatic and visual arts strategies that foster team building 2) classroom management and organization built around respect and thoughtful, purposeful strategies 3) acquiring a deep knowledge of educational theories and modern educational issues such as Project Based Learning 4) providing a voice to students to express their opinions on content. A component of this course is a field experience for students to see how these ideas are practiced in the field.

#### Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. **This course has a face-to-face delivery method.** Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations, and clinical experience in a face-to-face format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few synchronous and asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!** Under no circumstances, may candidates/students participate in synchronous and asynchronous class sessions (either by phone or Internet) while operating motor vehicles.

#### Learner Outcomes/Objectives

This course is designed to enable students to:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Explore and demonstrate dramatic and visual arts strategies that foster team building in classroom settings.	<ul style="list-style-type: none"> <li>Active participation in class discussions</li> <li>Article Readings/Video/Podcast listening assignments</li> <li>Class assignments</li> <li>Teach it to us: Philosophers of Education Pantomime</li> <li>Story of a Perfect Classroom Flip Grid</li> <li>Education Issues Meme</li> <li>Content Spoken Word</li> </ul>
Examine and reflect on classroom management and organization built around respect and thoughtful, purposeful strategies.	<ul style="list-style-type: none"> <li>Class Discussions Active participation in class discussions</li> <li>Article Readings/Video/Podcast listening assignments</li> <li>Class assignments</li> <li>Story of a Perfect Classroom Flip Grid</li> </ul>
Examine educational theories and modern educational issues, such as Project Based Learning, as each relates to fostering positive classroom relationships in different content areas.	<ul style="list-style-type: none"> <li>Active participation in class discussions</li> <li>Article Readings/Video/Podcast listening assignments</li> <li>Class assignments</li> <li>Education Issues Podcast and Meme</li> <li>Teach it to us: Philosophers of Education Pantomime</li> <li>Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>
Exploring and providing a voice to students to express their opinions on content.	<ul style="list-style-type: none"> <li>Active participation in class discussions</li> <li>Article Readings/Video/Podcast listening assignments</li> <li>Class assignments</li> <li>Content Spoken Word, Email, and Reflection</li> <li>Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>
Discover and engage in performing arts performances & products to communicate their own ideas and feelings developed through research, analysis, and critical thinking as it relates to content concepts and issues.	<ul style="list-style-type: none"> <li>Active participation in class discussions</li> <li>Article Readings/Video/Podcast listening assignments</li> <li>Class assignments</li> <li>Content Spoken Word, Email, and Reflection</li> </ul>
Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation	<ul style="list-style-type: none"> <li>Active participation in class discussions</li> <li>Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>

#### Professional Standards

By the end of this course students will demonstrate an understanding and application of subject area

standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):

- Social studies teachers: National Council for the Social Studies, <http://www.ncss.org>
- English teachers: National Council of Teachers of English, <http://www.ncte.org>
- Math teachers: National Council of Teachers of Mathematics, <http://www.nctm.org>
- Science teachers: National Science Teachers Association, <http://www.nsta.org>

Students should also have an understanding of and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC): [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### Required Texts and other Sources

**Subscription** New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT: <https://infoguides.gmu.edu/nytimesonline> Access to NYT Education: <https://infoguides.gmu.edu/c.php?g=994421&p=7195523>

#### Articles

Call-Cummings, Meagan et al. “Hopefully This Motivates a Bout of Realization’: Spoken Word Poetry as Critical Literacy.” *Journal of adolescent & adult literacy* 64.2 (2020): 191–199. <https://doi.org/10.1002/jaal.1082>

Conner. (2021). Educators’ experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching, Theory and Practice*, 1–14. <https://doi.org/10.1080/13540602.2021.2016689>

Johnson, & Kendrick, M. (2017). “Impossible Is Nothing”: Expressing Difficult Knowledge Through Digital Storytelling. *Journal of Adolescent & Adult Literacy*, 60(6), 667–675. <https://doi.org/10.1002/jaal.624>

Kirchen. (2011). Making and Taking Virtual Field Trips in Pre-K and the Primary Grades. *YC Young Children*, 66(6), 22–26.

Salter. (2001). Attention Class!!! - 16 ways to be a smarter teacher. *Fast Company*, 53, 114–126.

Singer. (2019). How schools can and should respond to student activism. *Phi Delta Kappan*, 100(7), 62–66. <https://doi.org/10.1177/0031721719841341>

Markham. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). *Teacher Librarian (Vancouver)*, 39(2), 38–42.

Nieto, S. (2018). Beginning Is Always the Hardest. *Kappa Delta Pi Record*, 8-13. DOI: [10.1080/00228958.2018.1407167](https://doi.org/10.1080/00228958.2018.1407167)

Kristien Zenkov, Anthony Pellegrino, Corey Sell, Marriam Ewaida, Athene Bell, Megan Fell, Sam Biernesser & Megan McCamis (2014) Picturing Kids and “Kids” as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners, *The New Educator*, 10:4, 306-330, DOI: [10.1080/1547688X.2014.965107](https://doi.org/10.1080/1547688X.2014.965107)

#### Podcast

Edutopia (Executive Producer). (July 1, 2014). Five Keys to Rigorous Project-Based Learning [Audio podcast]. The George Lucas Educational Foundation. [Project-Based Learning on Apple Podcasts \(https://podcasts.apple.com/us/podcast/project-based-learning/id395540445\)](https://podcasts.apple.com/us/podcast/project-based-learning/id395540445)

Justice for Learning (Executive producer) (2022, January 10). The Mind Online Podcast [Audio podcast]. Justice for Learning. <https://www.learningforjustice.org/podcasts/the-mind-online>

#### Watch

Whitely, Greg. (Director). (2015). *Most Likely to Succeed* [Motion picture]. United States: [One Potato Productions](https://www.onepotato.com/). [Can be accessed on Amazon for \$3.99 or free with Amazon Prime]

### Course Performance Evaluation

Students are expected to submit all assignments on time using Blackboard, and, when indicated VIA or other online submission system. **Late work will not be accepted without a prior request.**

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Teach it to us: Philosophers of Education Pantomime	175	February 16
Story of a Perfect Classroom Flip Grid	100	March 2
Education Issues Podcast and Meme	175	NYT Education article Hardcopy due in class: March 9 NYT Education article Uploaded: March 23 5 questions Brought to class and uploaded: March 23 Meme hardcopy due in class: March 23 Podcast: March 23
Content Spoken Word, Email, and Reflection	300	Spoken Word Email to families or colleagues: April 20 Spoken Word Performance: April 27 Spoken word reflection: May 4
Field Experience Hours/Activities Log, Artifact and Discussion	150	May 4
<b>TOTAL</b>	<b>1000</b>	

**The 1000 points are converted to the 100-point grading scale below.**

#### Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	<i>B- is not a passing course grade for licensure</i>
C	Does Not Meet Standard	70 – 79	<i>C is not a passing course grade for licensure</i>
F	Does Not Meet Standard	Below 70	<i>F is not a passing course grade for licensure</i>

- “A” level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

- Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

## ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

### Assignment 1 Active Participation/ Protocol Adherence

**DUE:** Ongoing

**POINTS:** 100

**PURPOSE:** Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures are indicators of nonparticipation, and as a result, lower the grade.

**PROCEDURE:** Attendance is a prerequisite for class participation, **absences and tardiness will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc....). This applies to in-person AND online classes.

#### Rubric

	Acceptable	Unacceptable
<b>Active participation /75</b>	<ul style="list-style-type: none"> <li>-participates <b>actively</b> in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...).</li> <li>-participation is respectful and inclusive of others in the class.</li> <li>-spends time only on the tasks associated with this course and the instructor's directions.</li> <li>-comes to class with knowledge of prepared readings and pre-class assignments</li> <li>- clear evidence of completion of course tasks</li> <li>-online classes: Students maintain video "on" status</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>-attends all class sessions on time, remains in class sessions for the duration.</li> </ul>	<ul style="list-style-type: none"> <li>-does not participate <b>actively</b> in each class discussions and activities</li> <li>-participation is not respectful and inclusive of others in the class.</li> <li>-does not spend time only on the tasks associated with this course and the instructor's directions.</li> <li>-did not come to class with knowledge of prepared readings and pre-class assignments</li> <li>- no evidence of completion of course tasks</li> <li>-online classes: Students maintain video "off" status</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>-absent from ____ class session</li> <li>-tardy to ____ class sessions</li> <li>-departed ____ class sessions early</li> </ul>
<b>Protocol policy /25</b>	<ul style="list-style-type: none"> <li>-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-electronic devices are off or in sleep mode unless using the device for notetaking</li> <li>-demonstrates ethical and responsible behavior in class and on the GMU network.</li> <li>-mobile telephones are on silent.</li> <li>-emergency telephone calls are taken outside of the classroom.</li> <li>-professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates.</li> <li>-uses professional and ethical judgment when posting messages on social media networks. (<b>NOTE:</b> DO NOT post pictures of children or classmates on <u>any</u> social media platform.)</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>	<ul style="list-style-type: none"> <li>-attention is NOT focused on activities and discussion while in class by activities such as:</li> <li>engages in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-does not demonstrate ethical and responsible behavior in class and on the GMU network.</li> <li>-does use mobile telephone to call or text</li> <li>-does not use professional and ethical judgment when posting messages on social media networks.</li> <li>-is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates.</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>- does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>

### Assignment 2 Teach it to us: Philosophers of Education Pantomime

**DUE:** February 16

**POINTS:** 175

**PURPOSE:** For centuries philosophers/theorists have thought about how schools should look, what schools should do, how teachers should teacher, and the best instructional strategies for students to learn. Today, we still see the influence of these philosophies/theories in our educational settings and practice. It is important to know who these philosophers/theorists are and how they influence our educational settings and practice.

**PROCEDURE:**

- You will research a major philosopher, researcher, or psychologist that influenced educational practices in the U.S from this list:

<ul style="list-style-type: none"> <li>• Plato (idealism)</li> <li>• A.S. Neill (existentialism)</li> <li>• Nel Noddings (care)</li> <li>• Alfred Adler (perennialism)</li> <li>• Maria Montessori (constructivism)</li> <li>• B.F. Skinner (behaviorism)</li> <li>• John Dewey (pragmatism/ educational progressivism)</li> <li>• Paulo Freire (critical pedagogy)</li> <li>• Socrates (Socratic method)</li> <li>• Jerome Bruner (cognitive learning theory/discovery learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Gagne' (conditions of learning/computer-based learning)</li> <li>• Jean Piaget (Constructivism)</li> <li>• Lind Darling-Hammond (educational equity)</li> <li>• Neil Flemming (learning styles)</li> <li>• Benjamin Bloom (mastery learning)</li> <li>• Howard Gardner (multiple intelligences)</li> <li>• James Banks (multicultural education)</li> <li>• Lev S. Vygotsky (social cognition)</li> <li>• Your choice! Get approval first!</li> </ul>
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- Using your knowledge from your research, you will create a narrated pantomime for the class to perform. We will review dramatic art strategies in class, including pantomime. Please reference your dramatic arts strategies handout and associated PowerPoint from class. Bring simple props if necessary. You will provide each student an action card that informs them of their role and actions for the pantomime (think silent script). You will be the director and narrator of the pantomime. Be sure the cards include actions, responses, content, room arrangement, props to be used.

3. The goal of the pantomime is to **demonstrate what your researched theory would look like implemented in a classroom setting for your content area**. Ask yourself: how does this practice of \_\_\_\_\_ look like in a \_\_\_\_\_ (math, English, social studies, science) classroom? How would my classroom set up to reflect this practice? How would student learning take place?
4. The pantomime should be 10 minutes or less.
5. Be sure to practice each action card prior to class.
6. After the pantomime ensure you can discuss the role and relationship between the teacher and students; and how your pantomime is a representation of the philosophy/theory of your chosen philosopher/researcher/theorist.

	Excellent	Adequate	Unacceptable
<b>Action Cards and pantomime /125</b>	-student researched philosopher/researcher/theorist as evidenced in their accurate information in the pantomime. -student creates a pantomime in class using themselves and their classmates. -necessary props are used. -each classmate is provided with an action card that informs them of their role and actions for the pantomime -student acts as the director and narrator -action cards include actions, responses, content, room arrangement, props used	--student researched philosopher/researcher/theorist as evidenced in their mostly accurate information in the pantomime. -student creates a pantomime in class using only themselves or only their classmates. -necessary props are mostly used. -most classmates are provided with an action card that informs them of their role and actions for the pantomime -action cards are somewhat vague -action cards mostly include actions, responses, content, room arrangement, props used -student somewhat acts as the director and/or narrator	-student did not research philosopher/researcher/theorist as evidenced in their inaccurate information in the pantomime. -necessary props are not used. -each classmate is not provided with an action card that informs them of their role and actions for the pantomime -action cards do not include actions, responses, content, room arrangement, props used -student is not prepared -student does not create a pantomime -student does not act as the director and/or narrator
<b>Discussion /50</b>	-student clearly and effectively can discuss the role and relationship between the teacher and students -and student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their research	-student is mostly able to discuss the role and relationship between the teacher and students - student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their mostly accurate research -student seems unsure of philosopher/researcher/theorist	- student is not able to discuss the role and relationship between the teacher and students; - student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their nonexistent/inaccurate research -student does not know any information about philosopher/researcher/theorist -student does not participate in discussion

### Assignment 3 Story of a Perfect Classroom Flip Grid

**DUE:** March 2  
**POINTS:** 100

**PURPOSE:** As educators we strive to achieve the perfect classroom, the most interactive lessons, and create amazing connections with our students and colleagues. Perfection may not always be attained but it is important to strive for what we deem is perfection.

**PROCEDURE:** You will create a "Story of the Perfect Classroom". You will **illustrate and verbally communicate** the story of the perfect classroom that you envision teaching. Focus on your classroom set up, the way in which you would teach your curriculum, and how you would create a space that students will thrive in learning. Be creative in your representation of your classroom – there are no limits! You can make a drawing, a poster, a cartoon, a video, an animation, a diorama, a museum exhibit, be creative (no PowerPoints or slides!). You will record yourself in a 10-minute Flip Grid (link to be shared on Blackboard) sharing your visual representation and explaining your classroom with a focus on:

- the physical space of your classroom
- your role
- your philosophy of teaching
- how students interact with you and each other
- how you will teach your curriculum

	Excellent	Adequate	Unacceptable
<b>Illustration /50</b>	-student illustrate the story of the perfect classroom that they envision teaching. -illustration focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is creative	--student illustrates the story of the perfect classroom that they envision teaching. -illustration mostly focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is somewhat creative	-illustration does not focus on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is not creative -does not produce an illustration of the perfect classroom
<b>Flip Grid /50</b>	-student records a 10-minute FlipGrid, by due date, sharing the visual representation and explains the classroom with a focus on: <ul style="list-style-type: none"> <li>• the physical space of your classroom</li> <li>• your role</li> <li>• your philosophy of teaching</li> <li>• how students interact with you and each other</li> <li>• how you will teach your curriculum</li> </ul>	-student creates a visual to teach the class that has mostly accurate information -Student addresses most of the focus questions in teach it to us presentation -Student is mostly prepared with presentation and seems somewhat practiced -produces a flip grid by due date with approved extension	-student does not create a visual to teach the class -Information is inaccurate -Student addresses some of the focus questions in teach it to us presentation -Student is not prepared -Student does not seem practiced -Presentation is much shorter or much longer than 5-10 minutes -produces a flip grid after due date -does not produce a flip grid

### Assignment 4 Education Issues Podcast and Meme

**DUE:**

NYT Education article Hardcopy due in class and uploaded: March 9	5 questions Brought to class and uploaded: March 23
Podcast presentation in class: March 23	Meme hardcopy due in class: March 23

**POINTS:** 175

**PURPOSE:** Educational issues are prevalent in our day-to-day discourse as educators. It is important to know how society and academics portray these issues. Exposure to various educational issues can inform and strengthen our own teaching practices.

**PROCEDURE:**

- You will be placed in a group of 2 or 3 other students. Your group will be given a topic from a random drawing. Topics are: building communities, resolving conflict, active listening, having difficult conversations, giving & receiving feedback, creating relationships between students and teachers, creating relationships between teachers and families.
- Learn: Each group member will access the NYT Education subscription (see required texts section of syllabus) and find ONE article pertaining and reflective of the assigned topic. You will share a hard copy of your article with your group members and read the articles given to you by your group members. For example, you will read 3 articles if there are three members in your group. Do not discuss your articles with each other!
- Podcast Presentation:
  - You will have a live discussion, in a podcast form, in front of the class.
  - The group will sit around a table at the front of the classroom and engage in a conversation for 10-12 minutes on your topic.
  - Each group member will create 5 thoughtful discussion generating questions pertaining to the issue for discussion during the podcast.
  - Be sure to relate your discussion to your own teaching practice/experience and be sure to reference the articles read prior to the podcast.
  - Remember: this is a discussion...not lecture!
- Meme creation: Your group will create a meme to be displayed on the screen during your podcast. Please refrain from inappropriate language or content in the meme – remember we are in an educational setting. Print your meme and bring to class on the day of the podcast. You can write on a picture to create your meme, or you can create your meme using a meme maker.
- Upload the NYT Education article you shared with your group members and your 5 questions to Blackboard.

**Rubric for Teach it to us: Teaching in the Middle and Secondary Schools**

	Excellent	Emerging	Unacceptable
<b>Podcast /100</b>	-presents on assigned date -group seamlessly worked together and shares burden of presentation -student engaged in a conversation for 10-12 minutes on assigned topic. -discussion referenced articles read in your discussion - student clearly related discussion to their own teaching practice.	-group worked together and mostly shared burden of presentation -student engaged in a conversation for 10-12 minutes on assigned topic but spoke over or dominated the conversation over peers -discussion somewhat referenced articles read in your discussion -questions mostly pertained to the topic for discussion during the podcast. - student somewhat related discussion to their own teaching practice.	-student did not participate in podcast -student clearly did not work with group for podcast -student did not engage in a conversation on assigned topic. -student clearly did not read articles -student did not create discussion questions. - student did not relate discussion to their own teaching practice. - student lectured -student engaged in a conversation for 10-12 minutes on assigned topic but spoke over or dominated the conversation over peers
<b>5 Questions /25</b>	-questions are reflective of topic -student created 5 thoughtful and discussion generated questions pertaining to the topic for discussion during the podcast -questions are uploaded to Blackboard by due date	-questions are somewhat reflective of topic --student only created 4 questions -questions were somewhat thoughtful and discussion generated questions pertaining to the topic for discussion during the podcast	-questions are not reflective of topic -student did not create discussion questions -questions do not pertain to the topic for discussion during the podcast -questions are not uploaded to Blackboard by due date
<b>NYT Education Article /20</b>	-article is reflective of topic -article is provided in hard copy to all members of group -article is uploaded to Blackboard by due date	-article is mostly reflective of topic	-article is not reflective of topic -article is not provided in hard copy to all members of group -article is not uploaded to Blackboard by due date -student does not produce an article form NYT Education -student does not upload article to Blackboard
<b>Meme /30</b>	-meme is classroom appropriate -meme reflects the group topic -meme is brought to class for podcast	meme is classroom appropriate -meme somewhat reflects the group topic	-meme is not classroom appropriate -meme is not created -meme is not brought to class for podcast

**Assignment 5  
Content Spoken Word, Email, and Reflection**

**DUE:**

Spoken Word Email to families or colleagues	April 20
Spoken Word Performance	April 27
Spoken word Reflection	May 3

**POINTS:** 300

**PURPOSE:** We speak about reflection. We speak about engagement. We speak about inquiry. But what does it mean to really think about and demonstrate our thoughts on these issues in education? Spoken word provides an avenue for you to reflect, engage, demonstrate, and communicate an understanding of a **specific content** issue, figure, event, or issue that interests you in education with an audience. This spoken word project also allows you to walk through the steps of Project Based Learning (PBL).

**PROCEDURE:**

- You have a choice to work alone or with a partner.
- You will select an educational issue, figure, event, or issue that interests you. Consider issues that you feel passionately about and have some background experience.
- You will develop an inquiry question that will be approved by me.
- You will cite two reliable sources (not Wikipedia) on your topic to further develop your understanding. As you research, you may consider inquiry, empathy, historical perspectives, timeline, current events/issues, and counter arguments.
- You will write a short piece that you will perform as spoken word poetry. We will review Spoken Word Poetry in depth in class. You can incorporate poetic devices in your writing such as metaphor, simile, hyperbole, rhyme, rhythm, and repetition.
- Rehearse with the tools of vocal expression: power, pace, and passion that we review in class.
- The oral performance should be approximately 2-3 minutes.

8. You have the choice to develop your expression as a video recording or plan to perform it live, in class. If you use technology to record your performance, be sure to play back over your performance to confirm that it was recorded and is audible.
9. You will create an email explaining why this spoken word PBL is important. The recipient of the email are your students' families. The email should have a **salutation** and **closing**. There should be 3 paragraphs. 1) The first paragraph will define a PBL. 2)The second paragraph will explain why the spoken word PBL is important to the student's life and the content area. 3)The third paragraph will request the readers presence at the spoken word performance. You want to make sure you explain why it is important that the reader attends and how the reader's attendance benefits the student.
10. You will write a short (1-2 pages) reflective piece AFTER your performance. You may use these questions to help guide your reflection:
  - What was the role of creativity in your process and product?
  - What was your experience as you researched multiple perspectives, positions, and/or arguments?
  - What did you learn about communication and expression of emotion through spoken word?
  - How would you adapt this assignment to use with students in your classroom setting?
  - How do you think your performance went? Why was it successful? In what ways were you shocked at how well your poem and your performance turned out?
11. You will upload your written spoken word, reflection, and email to Blackboard.

**Rubric for Spoken Word**

	Excellent	Acceptable	Unacceptable
<b>Email /40</b>	-email explains why the PBL's is relevant to the student's learning experience -has a salutation and closing. -explains why the PBL of study is important -requests the readers presence at the spoken word performance. -explains why it is important that the reader attends and how the reader's attendance benefits the student.	-email is partly vague in nature. -only partly explains the PBL's importance. -vaguely requests the readers presence at the spoken word performance. -vaguely explains why it is important that the reader attends and how the reader's attendance benefits the student	-email is missing -email is extremely vague in nature. -does not explain the PBL's importance. -does not request the readers presence at the spoken word performance. -does not explain why it is important that the reader attends and how the reader's attendance benefits the student
<b>Spoken word performance /175</b>	-Hooks audience with an introduction. --Performance is well organized, flows well, and is easy to follow. Finishes with a closing, leaving listener with something to ponder. -2-3 minutes in length - Utilizes detailed content-specific language based in research, presented with accuracy. -provides factual information if appropriate - Expresses emotion using a variety of expressive elements -- power, pace, and passion -- throughout performance. -follows spoken submitted poem -Spoken word poem is uploaded to Blackboard	Performance is well organized, flows well and is easy to follow. 2-3 minutes in length - Utilizes some content-specific language and portrays point of view accurately. - Expresses the content with clear and precise vocal qualities and some variation of expressive elements	Performance is incomplete. Overly lengthy and rambling (well over 5 min.) or overly brief (well under 2 minutes). - Performance is vague and not specific to the point of view being expressed, may be inaccurate. - Expression is monotone, and voice lacks power of expression -does not perform spoken word - Spoken word poem is not uploaded to Blackboard -does not follow spoken submitted poem -does not provide factual information if appropriate
<b>Reflection /50</b>	-writes a reflection that answers each discussion questions or similar questions with detail and thought with respect to the experience. -reflection is uploaded to Blackboard on time	- writes a reflection that answers each discussion question with respect to the experience.	- writes a reflection that does not address each question, provides little detail, or does not reference to the experience -does not write a reflection -reflection is not uploaded to Blackboard or is late
<b>Quality /35</b>	-email and reflection format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	- email and reflection format and writing flow well and are easy to read with only minor typos and mistakes.	- email and reflection format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

**Assignment 6**

**Field Experience: Artifact, Field Experience Hours/Activities Log, and Discussion**

**DUE:** Field Experience Hours/Activities Log, Artifact and Discussion: May 3

**POINTS:** 150

**PURPOSE:** You are often required to *observe and participate in a secondary classroom*. However, the focus of this course is about making connections with students in and out of the classroom by *observing and participating in an extra-curricular activity outside of a secondary classroom*. You need to observe and participate in activities outside of the classroom to gain an appreciation of how adults make connections with students. The objectives of these observations are to: observe the role of the adult and student, assess the connections made in the group, and evaluate how the connections impact students in and out of the classroom.

**PROCEDURE:**

1. Determine where you will complete your 8 hours of observation and/or participation.
2. **Complete a section of the Field Experience Hours/Activities Log, located on Blackboard, EACH TIME you observe/participate in the extra-curricular activity.**
  1. **Have your mentor sign and date the Field Experience Hours/Activities Log at the conclusion of your 8 hours OR take a picture with a time stamp each time you observe.**
  2. **Option:** One option you may consider, to complete the 8 hours of your clinical experience, is to volunteer to be a Virginia History Day (VHD: [Virginia History Day | Virginia Museum of History & Culture](#)) Judge. The VHD District 5 Contest (NOVA) takes place on Saturday, March 4<sup>th</sup> at West Springfield High in Fairfax County. The requirement of participation is to complete an online training prior to March 4<sup>th</sup> (approximately 2 hours) and judge for the entire day on March 4<sup>th</sup> (approximately 6-8 hours). For more information about VHD visit: To sign up to be a judge: [Become a VHD Judge | Virginia Museum of History & Culture \(virginiahistory.org\)](#)
  3. Artifact: Bring an artifact from your clinical experience. The artifact can be any item you observe while in participating in the extra-curricular activity, such as a picture of meeting notes or a brainstorm, a flyer, or picture of a student competition. The artifact must be physically brought to class to share with your peers.
  4. You will have a peer discussion of your extra-curricular activity participation. You must be reflective in your peer sharing. Below are questions to help guide your discussion:
    - Describe the extra-curricular activity
    - In what ways did you participate in the extra-curricular activity?
    - Describe your artifact
    - Describe how your artifact reflects your extra-curricular activity

- What were the students like in your extra-curricular activity?
- Describe the role of adults in your extra-curricular activity.
- In what ways did adults connect to students?
- What role does extra-curricular activities play in students' lives?

### Rubric for Field Experiences

	Excellent	Emerging	Unacceptable
<b>Record of hours and signed forms 100</b>	-record of 8 required hours of field exp. -used the appropriate form. -submitted mentor <u>signed</u> record <b>-description of experience is completed with detail on hours log</b>	X	-no record of required hours of clinical exp. -did not use the appropriate form. -no mentor signature on record. -hours completed late
<b>Participation in class discussion of field experience and artifact 50</b>	-brought artifact to class -fully participated in the group discussion of the field experience and artifact -was focused on the given questions.	-partially participated in the group discussion of the field experience and artifact -was focused on the given questions	--did not bring artifact to class -did not participated in the group discussion of the field experience and artifact -was not focused on the given questions. -could not participate because field experience hours had not been completed

### Professional Dispositions

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

### Class schedule

Note: Faculty reserves the right add, alter, or omit any assignment or schedule as necessary during the course of the semester with notification to students

Class Date	Class Topic and Activities	Reading/Assignment Due
<b>Week 1 January 26</b>	Introduction to course  Course goals: The syllabus Review of our time together	
<b>Week 2 February 2</b>	Making connections through dramatic arts  The use of snapshot, pantomime, tableaux to engage students	Go on a 30-minute walk anywhere you want (your neighborhood, near your place of work, in Washington DC, etc...). Take 5 pictures that represent your content area. <b>Bring printed pictures to class.</b> Be prepared to share the connection between your pictures and your content.
<b>Week 3 February 9</b>	Making connections through visual arts  VTS: Visual Teaching Strategy  The use of soundscape with photovoice to create virtual field trips	<b>Read</b> the following articles located on Blackboard: Kirchen. D. (2011). Making and Taking Virtual Field Trips in Pre-K and the Primary Grades. <i>YC Young Children</i> , 66(6), 22–26.  Johnson, & Kendrick, M. (2017). "Impossible Is Nothing": Expressing Difficult Knowledge Through Digital Storytelling. <i>Journal of Adolescent &amp; Adult Literacy</i> , 60(6), 667–675. <a href="https://doi.org/10.1002/jaal.624">https://doi.org/10.1002/jaal.624</a>  Kristien Zenkov, Anthony Pellegrino, Corey Sell, Marriam Ewaida, Athene Bell, Megan Fell, Sam Biernesser & Megan McCamis (2014) Picturing Kids and "Kids" as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners, <i>The New Educator</i> , 10:4, 306-330, DOI: 10.1080/1547688X.2014.965107
<b>Week 4 February 16</b>	Teach it to us: Philosophers of Education Pantomime presentations  Examining your philosophy of education  Connecting your philosophy of education to your classroom	<b>Due:</b> Teach it to us: Philosophers of Education Pantomime
<b>Week 5 February 23</b>	Building community through classroom management	<b>Read</b> the following articles located on Blackboard: Nieto, S. (2018). Beginning Is Always the Hardest. <i>Kappa Delta Pi Record</i> , 8-13. DOI: <a href="https://doi.org/10.1080/00228958.2018.1407167">10.1080/00228958.2018.1407167</a>  Salter. (2001). Attention Class!!! 16 ways to be a smarter teacher. <i>Fast Company</i> , 53, 114–126.
<b>Week 6 March 2</b>	Creating shared space Sharing Flip Grid Classroom  Podcast group meeting to determine topic	<b>Due:</b> Story of a Perfect Classroom Flip Grid
<b>Week 7 March 9</b>	Introduction to Project Based Learning Podcasts: How can they expand student voices  Podcast group meeting to share articles	<b>Read</b> the following articles located on Blackboard: Markham. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). <i>Teacher Librarian (Vancouver)</i> , 39(2), 38–42.  <b>Listen:</b> Edutopia (Executive Producer). (July 1, 2014). Five Keys to Rigorous Project-Based Learning [Audio podcast]. The George Lucas Educational Foundation. <a href="https://podcasts.apple.com/us/podcast/project-based-learning/id395540445">Project-Based Learning on Apple Podcasts (https://podcasts.apple.com/us/podcast/project-based-learning/id395540445)</a>  <b>Watch:</b> Whitely, Greg. (Director). (2015). <i>Most Likely to Succeed</i> [Motion picture]. United States: <a href="https://www.amazon.com/One-Potato-Productions/dp/B00YK1Q100">One Potato Productions</a> . [Can be accessed on Amazon for \$3.99 or free with Amazon Prime]  <b>Find and bring a hardcopy for each member of your podcast group to class:</b> One (1) article from NYT Education subscription service on Podcast group topic Subscription to the New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT: <a href="https://infoguides.gmu.edu/nytimesonline">https://infoguides.gmu.edu/nytimesonline</a> Access to NYT Education: <a href="https://infoguides.gmu.edu/c.php?q=994421&amp;p=7195523">https://infoguides.gmu.edu/c.php?q=994421&amp;p=7195523</a>
<b>Week 8 March 16 GMU Spring Break</b>	No class – GMU spring break	

<b>Week 9 March 23</b>	Podcast	Read podcast group articles from NYT Education <b>Bring:</b> 5 podcast questions
<b>Week 10 March 30</b>	Introduction to Spoken Word Voice and Power	<b>Read</b> the following articles located on Blackboard: Call-Cummings, Meagan et al. "Hopefully This Motivates a Bout of Realization': Spoken Word Poetry as Critical Literacy." <i>Journal of adolescent &amp; adult literacy</i> 64.2 (2020): 191–199. <a href="https://doi.org/10.1002/jaal.1082">https://doi.org/10.1002/jaal.1082</a>  <b>Listen:</b> Justice for Learning (Executive producer) (2022, January 10). The Mind Online Podcast [Audio podcast]. Justice for Learning. <a href="https://www.learningforjustice.org/podcasts/the-mind-online">https://www.learningforjustice.org/podcasts/the-mind-online</a>
<b>Week 11 April 6 Asynchronous Online</b>	<b>Asynchronous Online</b> This session will be devoted to you working on your Spoken Word Creation Form	
<b>Week 12 April 13</b>	Social Justice explored  Spoken word workshop	<b>Read</b> the following articles located on Blackboard: Conner. (2021). Educators' experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. <i>Teachers and Teaching, Theory and Practice</i> , 1–14. <a href="https://doi.org/10.1080/13540602.2021.2016689">https://doi.org/10.1080/13540602.2021.2016689</a>  Singer. (2019). How schools can and should respond to student activism. <i>Phi Delta Kappan</i> , 100(7), 62–66. <a href="https://doi.org/10.1177/0031721719841341">https://doi.org/10.1177/0031721719841341</a>
<b>Week 13 April 20</b>	Spoken word workshop	<b>Due:</b> Spoken word letter to families or colleagues
<b>Week 14 April 27</b>	Spoken Word Performances Shared	<b>Due:</b> Spoken Word Performances Due
<b>Week 15 May 3</b>	Discussion of Clinical Experiences Discussion of how educators connect with youth	<b>Due:</b> Clinical Experiences Artifact, Hours, Reflection Paper
<b>Monday May 9 &amp; 10</b>	Reading day	
<b>Monday May 16</b>	Final exam	

### 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.**

### Expectations and Protocols

**Below are class protocols which govern our time together, whether during in person or during online instruction.**

#### Written Assignments:

- Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/theirs); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited.** Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  - 1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  - 2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
  - 3) Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  - 4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  - 5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  - 6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- **Assignments will not be accepted after the due date. Any assignment, except the final Unit Plan, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by \_\_\_\_\_ – without exception.**

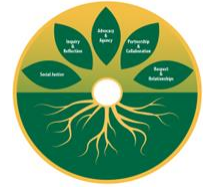
#### Protocol and Expectations:



- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:
- Laptop Computers, Netbooks, Handheld Tablets Use
  - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  - Demonstrate ethical and responsible behavior during class and on the GMU network.
  - When in class, spend time only on the tasks associated with this course and the instructor's directions.
  - In general, use your laptops and other devices in class as you would expect your students to use theirs.

### 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	<b>Advocacy and Agency</b> 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.	<b>Teacher Candidate Digital Portfolio</b> This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education.
	<b>Social Justice</b> 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.	<b>Lesson Plan</b> 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.
Methods I	<b>Relationships with and Respect for Youth</b> 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.	<b>Case Study/Student Application Project</b> 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.
Methods II	<b>Inquiry and Reflection</b> 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-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.	<b>Unit Plan/Lesson Implementation</b> 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 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.
Content Literacy	<b>Collaboration and Partnership</b> 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.	<b>Disciplinary Literacy Inquiry Project</b> 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.
Internship and Internship Seminar	<b>All SEED Seeds: Applications to Teaching</b> 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.	
Teacher Research (for Master's students only)	<b>All SEED Seeds: Applications to Teaching and Teaching Inquiries</b> 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)	