

George Mason University  
College of Education and Human Development  
**Elementary Education Program (ELED)**  
***ELED 242 Section 002***  
***Foundations of Elementary Education (3 credits)***  
Spring 2023 (January 23 – May 17)  
Thursdays, 1:30pm-4:10pm  
Face-to-Face (Thompson Hall 1020, Fairfax Campus)

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**Recommended Prerequisites:**

EDUC 200: Introduction to Teaching  
EDUC 301: Introduction to Diverse Learners

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

**Course Overview:** N/A

**Field Hours:** This course requires 15 hours of field observation.

**Course Delivery Method:** This course will be delivered **in a face-to-face format** using **primarily face-to-face, as well as asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see “Class Schedule” for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday, January 16, 2023.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/l Large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group

activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the “Class Schedule” section.

### *Technical Requirements*

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

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
2. To get a list of supported operating systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. **Course Week:** Our course week will begin on the day that our face-to face meetings take place as indicated on the “Class Schedule.”
2. **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials 5 times per week.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this

syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **LEARNER OUTCOMES:**

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

1. Identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. Discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. Discuss laws related to students' and teachers' rights and responsibilities;
4. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

### **PROFESSIONAL STANDARDS:**

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

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

- **Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  
- **Standard #9: Professional Learning & Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**8 VAC 20-25-30. Virginia State Technology Standards for Instructional Personnel:**

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

**REQUIRED TEXTS:**

Koch, J. (2020). *Teach: Introduction to Education* (4<sup>th</sup> ed). Sage.

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

\*\*Additional selected readings will be posted on Blackboard.

**COURSE PERFORMANCE EVALUATION:**

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

**Assignments and/or Examinations:**

**1. Attendance and Participation (30%)**

It is expected that you attend all face-to-face and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to face-to-face, synchronous, and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class. **Students with two or more absences will not receive credit for the course.**

Your participation includes completion of all face-to-face and asynchronous application activities and is worth 35% of your final grade in the course. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- Graphic organizers and activities associated with weekly content/readings
- Entry/Exit tickets
- Additional asynchronous work, as assigned

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

**DUE: Thursday, February 9 (Part 1) and Thursday, May 11(Part 2)**

As we move through the course, you will identify, develop, and refine your beliefs about what it means to be a successful school. These beliefs will likely shift, grow, and deepen as you learn more about the teaching profession. This assignment serves as an initial tool to uncover what you think is best for teaching and learning.

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

### **Part 1: Beliefs on Education (DRAFT)**

**DUE: Thursday, February 9**

In the “Beliefs on Education Working Document”, you will address each of the following prompts in separate paragraphs:

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

After writing to each of these prompts, you will then include a discussion of approximately 2-4 paragraphs in which you (1) reflect on what you wrote for each of the prompts and (2) consider areas that intersect and sources of tension in your beliefs and preferred practices. It is encouraged that you pose questions and wonderings.

### **Part 2: Beliefs on Education & School Vision Statement (FINAL)**

**DUE: Thursday, May 11**

The final Beliefs on Education document should consist of two separate sections:

- a. **Comprehensive revisions to the DRAFT submitted for Part 1.** You should revise your responses to the belief statement prompts and write a new reflection in which you consider areas that intersect and sources of tension in your beliefs and preferred practices. *Your revisions should demonstrate extensive evidence on how your thinking has evolved since your first draft.*
- b. **The final School Vision Statement.** Here you will write a School Vision Statement that pulls together the ideas and beliefs identified in your belief statement prompts. It should be evident that this statement was drawn from. Your evaluation and synthesis of your belief statements and other sources of reflective learning. It should **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about schooling.

Example:

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

The rubric used to evaluate this assignment will be provided in class. Part 1 will be worth 8%, while Part 2 will be worth 12%, for a total of 20% of your final grade in the course.

### **3. Education History (10%)**

**DUE: Thursday, March 23**

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

Your Educational History should be 3-4 pages in length (double-spaced) and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences in elementary, middle, and high school, as well as college. It should include your reflection on these experiences, as well as a discussion on the implications of how those experiences might shape how you instruct and manage your own future classroom.

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

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?

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

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

#### 4. PBA: Current Issues for Teachers: Group Presentation (20%)

**DUE: Thursday, April 20**

What issues are important to us, as future educators? For this assignment, you and your group members will select and analyze a current issue **related to education** this is of particular interest or importance to you. You will consider this education issue through the lenses of culture, religion, race, language, ability, gender, and/or socioeconomic class, as well as any broader topic of your interest.

As a group, you will research the issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences, with connections to your field placement (if applicable). You will also reflect on what implications this issue might have for your future classroom and future career as an educator. Your group will give a 10–15-minute presentation on your topic.

Your presentation should consist of:

- **Description:** a thorough description of the issue
- **Current & Historical Trends:** the current trends and perspectives on this issue and how the issue has changed over time
- **Analysis of Impact/Effect on Three Different Student Populations:** an analysis of the issue from at least three different student population lenses
- **Connections to your own experiences:** as a student, teacher, and/or observer, etc.
- **Implication for your future classroom:** key takeaways that you want us to know as result of this presentation; what do you and other need to know as future educators regarding this issue?
- **Questions & Next Steps:** questions that surfaced while researching this issue and what you would like to explore next as it relates to your issue

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

#### 5. Professional Goals Paper or Video (15%)

**DUE: Thursday, May 4**



What are your goals in the field of education? How will you define success? What will be your biggest challenges? What have you learned this semester that validates education as a career path for you (or not)? What research spoke the most to you? Which theorist do you relate closely with and why? What does this mean for you in the future?

For this assignment, you will choose to write either a 3–4-page paper (double spaced) or create a 10–15-minute video addressing these questions in relation to the career you hope to pursue in the field of education. You will be required to cite at least three readings and/or resources from the course. Additional information, as well as the rubric, will be provided in class. This assignment is worth 15% of your final grade in the course.

## 6. Field Placement Reflection (5%)

### **DUE: Before May 11**

As we will learn in this class, not everyone has the same educational experience. Many students are disenfranchised by the school system due to race, ethnicity, gender, sexual orientation, language and/or disabilities. This has become an issue people are recognizing during the pandemic as some children struggled with virtual learning. As you participate in the field experience, pay attention to the students who seem to be thriving and those who are struggling. What do you notice about these sets of students? Why do you think some are thriving and others are not? What factors contribute to this? What supports are needed and being used for those struggling?

Write a reflection about your observations and what you have learned about teaching. Your reflection should be 2-3 pages in length (double spaced) and is worth 5% of your grade.

### **Other Requirements:**

#### **Assignment Expectations**

All assignments are to be submitted by **11:59 PM on the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor and may include an automatic 10% reduction on the assignment score.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class. *Please note that assignments submitted in PDF format will not be accepted.*

#### **Assignment Formatting**

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7<sup>th</sup>) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

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



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

### COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date (due by 11:59 PM)</i>
1, 2, 3, 4, 5	Attendance and Participation	<b>30%</b>	Weekly; Ongoing
1, 2, 5	Beliefs on Education: Developing a “Successful School” Vision Statement	<b>20%</b> Draft: 8% Final: 12%	Draft: Feb 9 Final: May 11
1	Educational History	<b>10%</b>	March 23
1, 2, 3, 4, 5	Current Issues for Teachers: Group Presentation	<b>20%</b>	April 20
1, 2, 3, 4, 5	Professional Goals Paper or Video	<b>15%</b>	May 4
	Field Placement Reflection	<b>5%</b>	Before May 11
<b>TOTAL</b>		100%	

### GRADING POLICIES

The grading for this course is as follows:

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

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

## PROFESSIONAL DISPOSITIONS

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

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### *Policies*

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

#### *Campus Resources*

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

**Notice of mandatory reporting of sexual assault, 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 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/> .**

## CLASS SCHEDULE

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

Session	Topics & Learning Objectives	Homework: Readings, Activities, and Assignments (DUE BEFORE CLASS)
Class 1  <b>Thursday, January 26</b>	<p>What does <i>foundations of education</i> mean?</p> <p><i>Syllabus Review</i></p>	<p><b>Text:</b> N/A</p> <p><b>Blackboard readings:</b></p> <ul style="list-style-type: none"> <li>• Wheatley (2009), Willing to Be Disturbed</li> <li>• Ayers (2010). Seeing the student (read text version and/or graphic novel)</li> <li>• Watson (2012), A message from a Black mom to her son</li> </ul> <p><b>Watch/Do:</b> Getting Started Survey</p> <p><b>You need to sign up for 15 hours of field placement through the Teacher Track office by 2/15/23. You can find this information at: <a href="https://education.gmu.edu/teacher-track-office/student-field-experience/">https://education.gmu.edu/teacher-track-office/student-field-experience/</a>.</b></p>
Class 2  <b>Thursday, February 2</b>	<p>Who are we as individuals and as future teachers?</p> <p>What is the history of education in the United States?</p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 1: Becoming a Teacher</li> <li>• Koch (2020), Ch. 3: A history of schooling in America (pp.33-44 only)</li> </ul> <p><b>Blackboard readings:</b> N/A</p> <p><b>Watch/Do:</b> Write Autobiography Poem</p>
Class 3  <b>Thursday, February 9</b>	<p>What is the relationship between pedagogy, instruction, and theories on how people learn?</p>	<p style="text-align: center;"><b>DUE: Part 1 Beliefs on Education DRAFT</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 4: What does it mean to teach and to learn? (pp. 50-59 only)</li> </ul> <p><b>Blackboard readings:</b></p>

		<ul style="list-style-type: none"> <li>Bell (2016), Teaching at the intersections: your students are more than their most visible identities</li> </ul> <p><b>Watch:</b> Video: What is pedagogy?</p>
<p>Class 4</p> <p><b>Thursday, February 16</b></p>	<p>What are some contemporary trends in education?</p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Koch (2020), Ch. 6: Contemporary trends in education</li> </ul> <p><b>Blackboard reading:</b></p> <ul style="list-style-type: none"> <li>Mahoney (2019), 20 years after Columbine, schools have gotten safer. But fears have only grown</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>Video: The science of learning and development</li> <li>Explore Positivity Project (P2) character strengths</li> </ul>
<p>Class 5</p> <p><b>Thursday, February 23</b></p>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades and past?</p> <p><i>Choose a topic for group presentations in class</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Koch (2020), Ch. 5: Who are today's students?</li> </ul> <p><b>Blackboard reading:</b></p> <ul style="list-style-type: none"> <li>Bell (2016), Teaching at the intersections: Your students are more than their most visible identities</li> </ul> <p><b>Watch/Do:</b> N/A</p>
<p>Class 6</p> <p><b>Thursday, March 2</b></p>	<p>For whom does school "work"?</p> <p>For whom does school not "work"?</p> <p><i>Presentation group conferences with instructor in class</i></p>	<p><b>Text:</b> N/A</p> <p><b>Blackboard readings:</b></p> <ul style="list-style-type: none"> <li>Gorski (2013), Building a pedagogy of engagement for students in poverty</li> <li>Tampa Bay Times (2015), Failure factories</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>Bring emailed article to class to discuss with presentation group</li> </ul>

<p>Class 7</p> <p><b>Thursday, March 9</b></p>	<p>How should students be taught?</p> <p>What is most important for our students to learn?</p> <p><i>Meet with presentation group in class</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 4: What does it mean to teach and to learn? (pp. 59-62 only)</li> </ul> <p><b>Blackboard readings:</b></p> <ul style="list-style-type: none"> <li>• Bruno (2015), How people learn – An evidence-based approach</li> <li>• Deans for Impact (2015), The science of learning</li> <li>• Glossary of Education Reform (2015), Hidden Curriculum</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Set up time to meet with presentation group outside of class</li> </ul>
<p>Class 8</p> <p><b>Thursday, March 23</b> <b>(Asynchronous)</b></p>	<p><b>WORK TIME</b></p>	<p style="text-align: center;"><b>DUE: Educational History</b></p> <p><b>Text:</b> N/A</p> <p><b>Blackboard reading:</b> N/A</p>
<p>Class 9</p> <p><b>Thursday, March 30</b></p>	<p>What are the major federal, state, and local policies impacting schools today?</p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 3: A history of schooling in America (pp. 44-49 only)</li> </ul> <p><b>Blackboard readings:</b></p> <ul style="list-style-type: none"> <li>• Camera &amp; Cook (2016), Title 1: Rich school districts get millions meant for poor kids</li> <li>• Selected reading from VDOE on allowable use and spending of Title 1 funds</li> <li>• Lee (n.d.) What is the Individuals with Disabilities Education Act (IDEA)?</li> </ul> <p><b>Watch/Do:</b></p>

		<ul style="list-style-type: none"> <li>• Video: Education Week (2016), ESSA explained: Inside the new federal K-12 law</li> <li>• Title 1 Funding Activity</li> </ul>
<p>Class 10</p> <p><b>Thursday,</b> <b>April 6</b></p>	<p>What is the best evidence of student learning?</p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 4: What does it mean to teach and learn? (pp. 62-64 only)</li> </ul> <p><b>Blackboard readings:</b></p> <ul style="list-style-type: none"> <li>• McTighe &amp; O'Connor (2005), Seven practices for effective learning</li> <li>• Chappius (2105), Goal orientations, effects on student motivation and connections to the seven strategies</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Video: TED Talk on Testing, testing with Linda Darling-Hammond</li> <li>• Work on Group Presentation</li> </ul>
<p>Class 11</p> <p><b>Thursday,</b> <b>April 13</b></p>	<p>What are the attributes of a global classroom?</p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 7: Classroom teaching in the digital age</li> <li>• Koch (2020), Ch. 8: The global classroom</li> </ul> <p><b>Blackboard reading:</b></p> <ul style="list-style-type: none"> <li>• Heubeck (2022), What do top U.S. companies think schools could do better? We asked</li> </ul>



		<p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Skills in News Activity</li> <li>• Work on Group Presentation</li> </ul>
<p>Class 12</p> <p><b>Thursday, April 20</b></p>	<p><b><i>GROUP PRESENTATIONS</i></b></p>	<p><b>DUE: Current Issues for Teachers Group Presentations</b></p> <p><b>Text:</b> N/A</p> <p><b>Blackboard readings:</b> N/A</p> <p><b>Watch/Do:</b> Submit presentation BEFORE class</p>
<p>Class 13</p> <p><b>Thursday, April 27</b></p>	<p>What is the best evidence of a successful classroom teacher?</p> <p>What are the most important steps for building community in the classroom?</p> <p><i>Course Wrap Up</i> <i>Course Evaluations</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 2: Teaching stories</li> <li>• Koch (2020), Ch. 9: Classroom communities</li> </ul> <p><b>Blackboard reading:</b></p> <ul style="list-style-type: none"> <li>• InTASC Standards (2013), Summary of updated in inTASC Core Teaching Standards (pp.8-9)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Video: Teaching Channel (n.d.), Measures of effective teaching: Student feedback</li> <li>• Video: Teaching Channel (n.d.), Measures of effective teaching: Observation</li> </ul>
<p>Class 14</p> <p><b>Thursday, May 4</b></p>	<p>Who are we as future teachers?</p> <p><i>Course Wrap Up</i> <i>Course Evaluations</i></p>	<p><b>DUE: Professional Goals Paper of Video</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Koch (2020), Ch. 10: Making the decision to become a teacher</li> </ul> <p><b>Blackboard reading:</b> N/A</p>

		<b>Watch/Do: N/A</b>
<b>Thursday, May 11</b>	<b>EXAM WEEK</b>	<b>DUE: FINAL Version of Beliefs in Education Assignment</b>

