

**George Mason University
College of Education and Human Development
Secondary Education Program
Spring 2024**

SEED 791: Internship Seminar in Secondary Teaching 001

Section 001 (2 credits)

Meeting Day/time: Wednesday, 5:00 - 7:00

Class Location: BLENDED ONLINE; Thompson L028 Fairfax

Link to Virtual Class: <https://gmu.zoom.us/j/93789396668>

Wednesday, 1/24

Wednesday, 3/13

Wednesday, 4/24

Faculty:

Name: Meghan Mascelli, Ed.D.

Office Hours: Virtual and by appointment

Office Location: Thompson 1800

Office Phone: 703 993 3696 (office) 703 945 2161 (cell)

Email address: mmascell@gmu.edu

Prerequisites/Corequisites

Co-requisite: SEED 792/793/794/795

University Catalog Course Description

Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner; presents research-based rationales for instructional decision-making.

Course Overview

The internship seminar is a course taken during students' internship experience. The seminar is an ongoing exchange in which interns are both participants and developers. Interns are expected to share their own experiences in their classrooms and school communities. Inquiry-based learning students engage in and discuss what it means to participate in an ongoing process of professional development as teachers and life-long learners.

Course Delivery Method

This course will be delivered in a hybrid format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The

dates of in person, synchronous online, and asynchronous class sessions are listed in the calendar below. The course site will be available on January 15, 2024.

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this spring on the Fairfax campus. **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.

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

Online Meeting Space: Zoom Meeting Room (posted on BB and on pg. 1 of syllabus)

In-Person: Thompson L028 Fairfax

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins 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 QuickTime Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on Wednesday of each week that we meet as indicated on the Class Schedule.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.

- Participation:
This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute to all class and online discussions and activities as well as genuinely listen to peers as they do the same. You are expected to be present and participate in each class and to complete all synchronous and asynchronous activities.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

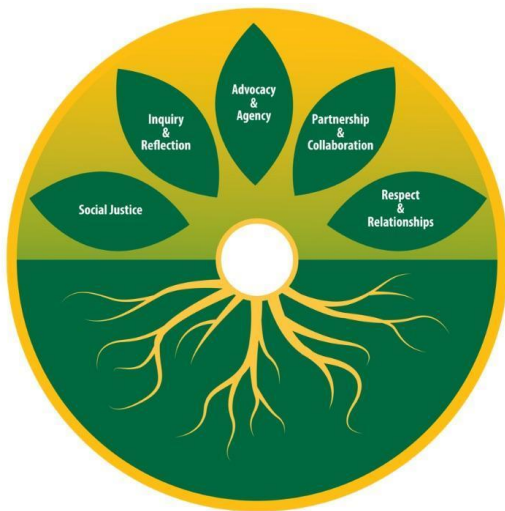
Course Learning Outcomes/Objectives

In concert with the goals and objectives of the Secondary Education internship to develop skills as a reflective practitioner, in the internship seminar students will:

- Develop skills as a reflective practitioner; continually evaluate his/her practice, particularly the effects of his/her choices and interactions with others

- Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
- Present thoughtful research-based rationale for decision-making
- Reflect and dialogue about teaching practice individually as well as in a professional learning community
- Collaborate with other teacher interns to discuss internship challenges and successes related to lessons, activities, and assessments which align with learning objectives, evidence of student learning

Secondary Education “SEEDs”



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

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

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

Course	Seed/Definition	Key Assignment Description
“Foundations of Secondary Education”	<p style="text-align: center;">“Advocacy and Agency”</p> <p>The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p style="text-align: center;">Multi-Genre Blog</p> <p>The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate’s teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate’s understanding of why and how they will advocate for their students’ well-being and success and help their students develop greater agency in school and beyond.</p>
Methods I	<p style="text-align: center;">“Social Justice”</p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,</p>	<p style="text-align: center;">Lesson Plan</p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability to integrate justice concepts/content into their instruction.</p>

<p>“Human Development and Learning”</p>	<p>“Relationships with and Respect for Youth” The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p>Case Study/Student Application Project The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p>
<p>Methods II</p>	<p>Inquiry and Reflection 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.</p>	<p>Unit Plan/Lesson Implementation 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.</p>

<p>Content Literacy</p>	<p>“Collaboration and Partnership” The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning.</p>
<p>Internship and Internship Seminar</p>	<p>All SEED Seeds: Applications to Teaching All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
<p>Teacher Research (for Master’s students only)</p>	<p>All SEED Seeds: Applications to Teaching and Teaching Inquiries All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	

Professional Standards

The course focuses on support and discussion related to designing classroom environments that meet the needs of all learners as called for by the [Standards of Learning for Virginia Public Schools](#) and each professional content standard and as outlined, Council for the Accreditation of Educator Preparation, [CAEP](#), each of the content SPAs, and the Interstate New Teacher Assessment and Support Consortium ([InTASC](#)).

Textbook and Resource Materials Required

No textbook purchase is required for this course. Access to the Internet and [Blackboard](#) are required.

Online Resources

- Commonwealth of Virginia (2010). Standards of Learning for Virginia Public Schools. Retrieved from: <http://www.doe.virginia.gov/testing/index.shtml>
- Access to professional standards documents as specified by content area.

- Other resources will be distributed in class or posted on-line at the course website.

Course Performance Evaluation

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

- **Assignments**

Class Participation (weekly):

Your attendance and participation at your school and seminar sessions is critical not only to your own success, but to that of your colleagues. Attendance and participation are expected in both your classroom and in seminars, but emergencies do arise. Please notify your cooperating teacher and your supervisor if you will be tardy or absent from your internship or seminar. Excessive late arrivals, lack of preparation, and any unsatisfactory absence—one that is not pre-arranged and/or approved by an instructor—will severely and negatively impact your grade. Attendance and participation in seminar can affect whether or not you successfully complete your internship.

Becoming a Reflective Practitioner (Recommended practice):

You are becoming a professional teacher. Be open to new experiences, ideas, challenges, and your continuous professional development.

It is your responsibility to come to class with insights, questions, comments, and concerns based on your internship experience. The quality of our conversations and your growth will be largely based on your commitment to engaging deeply with your student teaching experience. In order to reflect on your own learning and to be ready to discuss your insights, questions, I recommend that you keep a daily journal (physical or electronic) of your experience. This will be a private place for you to keep track of best practices, big ideas, and burning issues. Please bring your journal to the seminar.

Blackboard Discussion Board Participation (Monthly, see course calendar below):

You are expected to log on weekly to check for assignments, posts, and/or participate in online discussions. Your online commitment includes the following tasks:

1. **Posting of reflections based** on your internship experience. The reflections are due no later than Sunday by 11:59 pm. *You may use the same reflection from SEED 792/793/794/795 in this discussion post.
2. As **a critical friend** you will respond to your colleague’s posted reflections on Blackboard by the time we meet for class. Your responses to your colleague’s posts should be respectful, intellectually curious, and go beyond the superficial (e.g. “That’s great!”).

Lesson Reflection (selected date):

On the date you select, present and discuss an area of your teaching practice that you want to further evaluate, reflect on, and discuss with your peers. Come prepared to engage your peers, discuss, reflect, and ask and answer questions. The presentation and discussion will be about 10-15 minutes long. Be sure to provide context to your teaching, such as the grade level you teach, subject area, number of students you have and any other pertinent information.

Research Articles

When noted in the class calendar (p. 12) you will collaborate with a small group of your peers to locate and post a peer-reviewed article related to the topics we discuss in class and synthesize what you glean from the article in a brief, one paragraph summary.

- **Attendance Policy**

Attendance in the course is mandatory. If you cannot come to a specific class session due to a schedule conflict, notify the instructor at least one week in advance for an excused absence. Attendance is tied into your participation grade. If you are not in class, you are not participating.

- **Late Work**

Work is due on the announced due date. All late work will incur a penalty of 10 percent for each day late. The only exception to this is for those students with excused absences (see Attendance Policy above).

- **Course Requirements**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (unless directed otherwise) by midnight. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Professional writing quality (including mechanics, organization, and content) is expected in each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% each day late), excepting extraordinary circumstances. See instructor with questions and concerns about assignments, expectations, or seminar activities.

- **Grading**

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

Assignment	Due Dates	Points
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Class participation (3 points each)	Weekly	42
Reflections (9 total)	Follow Intern Calendar	18
Three teaching resources and summary	Selected dates	18
Lesson plan presentation	Selected date	22
Total		100

SEED Graduate Grading Scale

Letter Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	Below 70%

SEED Undergraduate Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92
B+	86 - 89
B	82 - 85
B-	80-81
C	79 -70
D	60-69%
F	Below 60%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic
<p>1/17 Online Asynchronous</p> <p>Week 1</p>	<p>Topic: Introduction to the course and internship expectations; classroom community and environment</p> <p>Class Deck: Seminar 1- Async.pptx</p> <p>Due: pre-course form</p>
<p>1/24</p> <p>F2F</p> <p>Week 2</p>	<p>Topic: Backward design and lesson planning in the real world</p> <p>Class Deck: Seminar 2 – Lesson Planning</p> <p>*bring a lesson plan to class*</p> <p>Due: Submit reflection on planning</p>
<p>1/31</p> <p>Online Synchronous</p> <p>Week 3</p>	<p>Topic: Classroom Management and Presence</p> <p>Class Deck: Seminar 3 – Classroom Management</p> <p>Lesson Discussion</p> <p>Due: Teaching resource #1</p>
<p>2/7</p> <p>Online Synchronous Combined Class</p> <p>Week 4</p>	<p>Topic: Preparing for what's to come.</p> <p>Class Deck: Seminar 4 – Preparing for What's to Come</p> <p><i>Interns from last semester will come in and discuss their experiences. Meghan Patrick</i></p> <p>Lesson Discussion</p> <p>Due: Submit reflection (2) from CC observation #1</p>
<p>2/14</p> <p>Online Asynchronous</p> <p>Week 5</p>	<p>Topic: Assessment</p> <p>Class Deck: Seminar 5 – Assessment</p> <p>Due: Submit reflection (3) from MT observation #1</p>
<p>2/21</p> <p>Online Synchronous</p>	<p>Topic: Spheres of Control</p> <p>Class Deck: Seminar 6 – Spheres of Control</p>

<p>Week 6</p>	<p><u>Lesson Discussion</u></p> <p>Due:</p> <ul style="list-style-type: none"> ∄ Teaching resource #2 due ∄ Bring an example of an assessment you use in class to the next class
<p>2/28</p> <p>Online Synchronous</p> <p>Week 7</p>	<p>Topic: Student Teacher Relationships</p> <p>Class Deck: Seminar 7 – Student Teacher Relationships</p> <p><u>Lesson Discussion</u></p> <p>Due: Submit reflection (4) from CC observation #2</p>
<p>3/6</p>	<p>SPRING BREAK</p>
<p>3/13</p> <p>In Person</p> <p>Week 8</p>	<p>Topic: Marigolds</p> <p>Class Deck: Seminar 8 – Marigolds</p> <p><u>Lesson Discussion</u></p> <p>Due:</p> <ul style="list-style-type: none"> • Dispositions survey – this is due to your mentor and not an additional task • Submit reflection (5) from MT observation #2
<p>3/20</p> <p>Online Synchronous Joint Class</p> <p>Week 9</p>	<p>Topic: Licensure</p> <p>Class Deck: Seminar 9 - Licensure</p> <p>Due: Teaching resource #3 due</p>
<p>3/27</p> <p>Asynchronous</p> <p>Week 10</p>	<p>Topic: Trauma Informed Teaching</p> <p>Class Deck: Seminar 10 – Trauma Informed Teaching</p> <p>Due:</p> <ul style="list-style-type: none"> • Prepare a DRAFT resume by next week • Submit reflection (6) from CC observation #3

4/3 Online Synchronous Week 11	Topic: Determined by Student Feedback <u>Lesson Discussion</u> Due: Submit reflection (7) from MT observation #3
4/10 Online Synchronous Week 12	Topic: Active Listening Class Deck: <u>Seminar 12 – Active Listening</u> <u>Lesson Discussion</u>
4/17 Online Synchronous Joint Class Week 13	Topic: Interviewing and Resume writing Due: Submit EOS reflection
4/24 In Person F2F Week 14	Topic: Work Life Balance and Closing Reflection <ul style="list-style-type: none"> ● Complete course evaluation. ● Reflect on experiences and plans. ● Write a letter

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 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 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

- University Libraries <https://library.gmu.edu>
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.

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.

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

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

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Crisis in Education App at: <https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8>

Sustainability at GMU

George Mason University is focusing on making our community "greener" and reducing the impact on the environment. This course will contribute to this effort in the following ways:

- Syllabus, assignments, and all Lesson Guides and Handouts will be available electronically before class on Blackboard.
- All assignments will be submitted through Blackboard.
- Incorporate teaching sustainability in the content of your lesson plans (for example, human's role in reducing their impact on the environment.) Think and teach about what the next generation needs to know about "greening." Please consider reducing waste in your teaching practice.

Recommended Reading

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: A Rethinking Schools Publications

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Burant, T., Christensen, L., Salas, K. D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2nd ed.). Portsmouth, NH: Heinemann.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

DuFour, R., & DuFour, R. (2013). *Learning by doing: A handbook for professional learning communities at work* TM. Solution Tree Press.

Fenner, D. S. & Snyder S. (2017) *Unlocking English learners' potential: Strategies for making content accessible*. Thousands Oaks, CA: Corwin.

Freire, P. (1970/1994). *Pedagogy of the oppressed*. New York, NY: Continuum.

Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2nd ed.). Thousand Oaks, CA: Corwin.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Jensen, E. (2016). *Poor students, rich teaching: Mindsets for change*. Solution Tree Press.

Knowles, J. G., Cole, A. L., & Presswood, C. S. (1994). *Through preservice teachers' eyes*. New York, NY: Merrill.

Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.

Michie, G. (2009). *Holler if you hear me: The education of a teacher and his students*. Teachers College.

Michie, G. (2012). *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*. Teachers College Press.

Minor, C. (2019). *We go this. Equity, access, and the quest to be who our students need us to be*. Portsmouth, NH: Heinemann

National Council of Teachers of Mathematics. (2018). *Catalyzing change in high school mathematics: Initiating critical conversations*. Reston, VA: NCTM

National Council of Teachers of Mathematics. (2020). *Catalyzing change in middle school mathematics: Initiating critical conversations*. Reston, VA: NCTM

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: NCTM.

Nieto, S. (2005). *Why we teach*. New York, NY: Teachers College Press.

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2012). *Teaching to change the world* (4thed.). Boulder, CO: Paradigm Publishers.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97.

Powell, J. A. (2012). *Racing to justice: Transforming our conceptions of self and other to build an inclusive society*. Indiana University Press.

Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management* (2nd ed). Fairfax, CA: Conscious teaching.

Sornson, B. (2005). *Creating classrooms where teachers love to teach and students love to learn*. Golden, CO: Love and Logic Institute, Inc.

Thompson, J. G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3rd ed.). San Francisco, CA: Jossey-Bass.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse Publishers.