

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education
ELED 242 – 001, 79611, 3 credits, IN PERSON
Thursdays, 1:30 – 4:10, Thompson Hall Room 2021

Instructor: Dr. Beverly Shaklee, Professor

Office Hours: 12-1:30 Thursdays or by appointment

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COURSE DESCRIPTION:

A. Recommended Prerequisites: EDUC 200 and EDUC 301

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

C. Expanded Course Description: N/A

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

THE COURSE DELIVERY:

This course will be delivered (76% or more) using face-to-face and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by August 22nd at the latest.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous meetings. Individual session formats vary and may include mini-lessons, small group/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 below.

Technical Requirements

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

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

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

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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins and software for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player:
www.apple.com/quicktime/download/
 - Screencast-O-Matic - <https://screencast-o-matic.com/> ○
 - Zoom – <https://zoom.us/>
 - GMU’s Information Technology Service (ITS) offers free application software for students including Microsoft 365 Applications (Word, Excel, PowerPoint, etc.) <https://its.gmu.edu/service/application-software/#software-offering>

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- 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 throughout the term.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course related issues. Students can meet with the instructor via telephone or zoom. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Academic Standards

GMU Academic Standards uphold the following principles: Honesty, Acknowledgement and Uniqueness of Work. Please see the Office Academic Standards [Academic Standards \(gmu.edu\)](https://academicstandards.gmu.edu/) for a full description of the code and the Academic Standards committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment ask your instructor for clarification.

- **Use of Generative-AI**

Tools should be used following the fundamental principles of the GMU Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

- <https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/>

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment.

Students will be directed if and when citation or statement-of-usage direction is required. *Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy.* All academic integrity violations will be reported to the office of Academic Integrity. Some student work

may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course will provide you with experience in the real-world scenarios that you may encounter once you leave the university.

LEARNER OUTCOMES:

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

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

PROFESSIONAL STANDARDS:

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

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create a supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- 5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. Technology standards

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

REQUIRED TEXTS:

Koch, J. (2024) *Teach: Introduction to Education (5th edition)*. Sage. (available in GMU Bookstore)

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on Blackboard in the modules.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or email). All assignments must be submitted as word.doc, PDF files are not eligible for grading.

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Participation

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled F2F classes and asynchronous/synchronous/face-to-face meetings outlined within the syllabus.**

In accordance with the GMU Attendance Policies (University Catalog, 202r-2025), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. **Unless there are extenuating**

circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do that will review the readings from both the asynchronous week and the in-person week. It is your responsibility to do **all** the readings before our class sessions.

In addition to the readings, you may be asked to watch videos, collect information, or explore other online resources or write reflections to questions prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources. The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quick writes. **You will receive participation points for asynchronous activity and discussion questions posted, as well as for actively participating in each face-to-face class session with all your readings, materials, and presentations prepared ahead of time.**

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

b. Educational History

DUE: September 5th

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 2-3 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?

- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

Your Educational History is due **September 5th**. You will submit it through the assessments link on Blackboard. As with everything you submit this should be the best version of a written essay you can complete.

c. Teacher Beliefs: Developing a Vision Statement

DUE: 9/12, 10/10,11/14/12/5

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

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

You will turn in each part over the course of the semester. Your 'working document' should include your final beliefs statement which will address each of the following prompts:

- *Part One - 9/12*
- I believe that learning...
- I believe that teaching...
- I believe the purpose of schooling is...

- *Part Two: 10/10*
- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...

- *Part Three: 11/14*
- I believe community/family is/are...
- I believe collaboration is...

These three documents will serve as an evolving drafts of your beliefs and you will submit these three drafts to the professor. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for these drafts.

The **final Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

My vision as a teacher educator is to develop future teachers who embrace and thoughtfully attend to the diversity of all learners by carefully building relationships as well as creating a caring, learning community that best allows instruction to occur for all students to meet all their social, academic and emotional needs.

Your final vision statement is due on December 5th. You will upload your draft statements as well as your final full draft and all notes to Assessments in Bb.

e. FOR FIELD HOURS: Field Placement Reflection: Teaching in a Classroom post Pandemic

Field Experience is required for this class: <https://education.gmu.edu/teacher-track/content-area-review/ferf>.

If you are a cohort student you should have received your placement for the semester. You will document/log hours and do the final reflection paper noted below.

If you do not have an assignment you will work with Amanda Davis and fill out the required form for placement. This form must be fill out **September 15th** when it opens for the spring semester.

When completing the form, you need to include the course numbers for ALL of the courses for which you need a field placement (e.g., some may need it for both ELED 242 and EDUC 301), as you are not allowed to complete it twice. This ensures Ms. Davis finds you a placement that accommodates all of the hours they need (some school districts are VERY strict about this). If you need accommodations during your field assignment please contact the Disability Services website: <https://ds.gmu.edu/field-placement/>.

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.

The field experience reflection paper is due December 5th

f. Presentation on Current Issues in Education

DUE: October 28th

What current events are topical for us, as future educators? For this assignment, you and peers will consider a current event in the field of education as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

To this end, you and your peers will select and analyze a current event that is of particular interest or importance to you. You will research this event, noting historical significance and current trends/perspectives. You will reflect upon how this issue relates to your own experiences, with

connections to your current field placement. You will create 15 minute video presentation to Discussion Board. . Sign ups for presentations will be organized in Week 7. More information will be provided in class.

Classmates/Instructor will review two videos and provide feedback using the rubric provided.

g. Professional Goals Paper

Due: November 7th

What are your goals in the field of education? How will you be successful? 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 what does this mean for you in the future.

You will either write a 3-4 page paper in relation to a career in the field of education. Please reference at least 3 readings from the class. More information/rubric will be provided in class.

Assignment Expectations

All assignments are to be completed 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 are not eligible for grading.*

Assignments should be saved with your Preferred Name and Assignment Title (e.g., **Shaklee Professional Goals**). All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) 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

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.

2. Assignment Points

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1,2,3,4,5	Participation	20	Weekly
1	Educational History	15	9/5/24
1,2	Drafts of the three Belief Statements	5 each	9/12 10/10 11/14

1,2,3,4,5	Presentation: Current Events	15	11/14
	Field Experience Reflection	5	12/8
1,2	Teacher Beliefs: Developing a Vision Statement (Final Draft)	10	12/8
1,2,3,4,5	Professional Goals Paper or Video	20	11/7
		100	

3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	72 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education.

4. Other Expectations APA 7th edition format:

All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 7th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

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

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit**. All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and plan to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision. This is not automatically granted so each submission should be of the highest standard.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

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 Academic Standards fostering an environment of trust, respect and scholarly excellence: [Academic Standards \(gmu.edu\)](#)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - Timely Care: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- **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 the [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 703-9938730, or emailing titleix@gmu.edu.
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/studentsupport-resources-on-campus>

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

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://ready.gmu.edu/masonalert/>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <https://ready.gmu.edu/>

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
Week 1	August 29 th F2F	<p>Review Syllabus Autobiography Introductions</p> <p>Why do we want to teach? What are your educational beliefs? Who are you as future teachers? What experiences and history helped you decide to be a teacher? Who are we as individuals?</p>	<p>Please read syllabus before class.</p> <p>Post your introduction to your classmates in Bb Discussion Board (follow directions please)</p> <p>Bb: Module 1: Read posted links to articles in the module <u>before class</u>. Be ready to share in class the discussion questions in class. Questions are listed in module.</p> <ul style="list-style-type: none"> • Koch (2024) Chapter 1: "Becoming A Teacher" • "Willing to be disturbed" • Ayers (2010) - "Seeing the Student" chapter and/or graphic novel • Watson (2012) - "A message from a Black mom to her son" <p>You need to sign up for 15 hours of field placement through the Teacher Track office no later September 15. This is a requirement. You can find this information online at: https://education.gmu.edu/teacher-trackoffice/student-field-experience/</p>
Week 2	Sept. 5 th F2F	<p>What are the purposes of school?</p> <p>What does <i>foundations of education</i> mean?</p> <p>Who decides what purposes school serves?</p> <p>For whom are US schools most effective?</p>	<p>Module 2: Purposes of Schooling</p> <p>Read: Koch (2024) Chapter 3: A History of Schooling in America (pages 40-56 only)</p> <p>Bring: Completed Graphic Organizer to class on the "Purposes of Schools" ready to share.</p> <p>Due: Educational History – follow guidelines in syllabus, post to Assessments Bb</p> <p>Field Experience Applications are due September 15th</p>
Week 3	Sept. 12 F2F	<p>Who are our students and how are they different from/alike each other, us, and</p>	<p>Bb: Module 3: Gender, Culture, and Special Needs in Schooling</p> <p>Read:</p>

		<p>peers from decades past?</p>	<p>Koch (2024) Chapter 5: Who Are Today's Students?</p> <p>Bb readings: Read ONE article with your group to discuss in class.</p> <ul style="list-style-type: none"> Girls and the Curriculum- How schools shortchange girls (gender) <p>The Boy-Turn in research (gender)</p> <ul style="list-style-type: none"> Supporting Transgender Students Supporting ELLs Experience of LGBTQ Students Experience of Gifted Students <p>DUE: Draft #1 of Teaching Beliefs Statement Bb Assignments</p> <p>Additional Resource:</p> <p>Teaching at the Intersections https://www.learningforjustice.org/magazine/summer-2016/teaching-at-the-intersections</p> <p>Turn in your 242 Study Group Evaluation #1 – directly to bshaklee@gmu.edu. This is individual feedback, not the group.</p>
<p>Week 4</p>	<p>Sept. 19 Async</p>	<p>What is the relationship between pedagogy, instruction and theories about how children learn?</p>	<p>Module 4</p> <p>Read: Koch (2024) Chapter 4: What does it mean to teach and learn? (pp 67-79)</p> <p>In your study group:</p> <p>Read and discuss assigned reading only.</p> <ul style="list-style-type: none"> Dewey—Pragmatism Gay—Culturally Responsive Teaching Montessori—Constructivism Noddings—Caring Skinner—Behaviorism <p>Watch Philosophy videos that show different philosophies of education in practice</p>

			<p>Create an INFOGRAPHIC of your learning theory/philosopher post to Db and bring to class next week.</p> <p>Create a class activity for Week 5 that reflects the philosophy of learning you studied.</p>
Week 5	Sept. 26 F2F	<p>Discussion of different theories of learning</p> <p>Demonstrations/presentations of small group study of theories of learning</p>	<p>Module 5: Demonstrating Theory and Practice</p> <p>Follow the guidelines in Bb for your group activity with the class. Bring everything you need to teach and be sure to dress professionally.</p> <p>We begin this week with sharing the INFOGRAPHIC from each team related to their assigned philosopher/theory and then engaging in a short representative activity.</p> <p>Turn in your individual Study Group Evaluation – this will be for Week 4 meeting/planning and Week 5 the presentation – bshaklee@gmu.edu</p>
Week 6	Oct.3 Async	<p>What is the best way to organize learning for students with special needs?</p>	<p>Module 6: SPED</p> <p>Bb readings: Choose 2</p> <ul style="list-style-type: none"> • IDEA 2004 Close up • Language-Based Learning Disabilities • Learning Disabilities • Speech and Language Impairments <p>View 1: Accommodations and Modifications for Students with Disabilities ECEA: Parent Involvement https://www.youtube.com/watch?v=O0xdaCEqrU0</p> <p>How Assistive Technology Supports Students with Disabilities Denver Public Schools</p>

			<p>https://www.youtube.com/watch?v=CThsnREAcf4</p> <p>Meaningful Inclusion in Early Childhood Wisconsin DPI</p> <p>https://www.youtube.com/watch?v=a2wJqDw9B68</p> <p>-Open Link to SPED module on Pre-Referral process and complete assessment questions at the end. Post Word document from module assessment in Submit Assessments Link on Bb.</p> <p>Link to module: https://iris.peabody.vanderbilt.edu/module/preref/</p>
Week 7	Oct.10 F2F	<p>What are some trends in education?</p> <p>How do you evaluate education research?</p>	<p>Module 7</p> <p>Read: Koch (2024) Chapter 6: Contemporary trends in education</p> <p>Banned Books Week (October 2023) https://www.ala.org/advocacy/bbooks/banned Or South Carolina teacher Mary Wood decided over the summer that she had to teach Ta-Nehisi Coates' "Between the World and Me" again. https://wapo.st/47SXXDS</p> <p>THEN: Browse through: Most Challenged Books, https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10 OR https://pen.org/banned-book-list-2023/ OR https://commonplace-reader.com/lists/mPSfWgpg4bo (elementary level)</p> <p>View: (about 10 minutes; take notes on key ideas)</p> <p>Evaluating Educational Research: Part 1 https://www.youtube.com/watch?v=kF5Sv9W6C-g</p> <p>Be sure to have access to articles from Week 3 or Week 6 to examine</p>

			Due: Draft #2 of Teaching Beliefs Statement – Assessments Bb
Week 8	Oct 17 NO CLASSES	FALL BREAK	<p>Study Group Planning for Video Presentation of a Current Event – follow Guidelines in Module 8 – additional resources available</p> <p>Gentle Reminder: All field experience must be completed by December 5th with signed logs and documentation turned in to Bb.</p>
Week 9	Oct 24 th Async	Military Connected Children in School	<p>Module 9 Complete: Module on Military Connected Children In School Settings (Module 1 and 2). Print and Upload Certificates to Bb (required) https://virginialearning.catalog.instructure.com/courses/purple-star</p> <p>Post your Current Event Presentation to Db no later than Monday October 28th – be sure it is accessible to the class. Watch 2 of the video presentations and give feedback in Db.</p> <p>Gentle Reminder: All field experience must be completed by December 5th with signed logs and documentation turned in to Bb</p>
Week 10	Oct. 31 F2F	<p>What are the major federal, state and local policies impacting schools today?</p> <p>Do Standards help of hinder educational progress?</p>	<p>Module 10: Federal, State and Local Policies</p> <p>Texts: Koch (2024) Chapter 3: History of schooling in America (pp56-66) What is the purpose of standards in education?</p> <p>Bb readings select two:</p> <ul style="list-style-type: none"> • Common Core Explained by Ed Week • National Education Standards: Both Sides of the Debate • Another big right vs left learning standards debate. Who cares? • Newest Issue of the Standard Highlights a Role for States.. • Feel Bad Education: the influence of standards on teaching (video)
VOTE	Tues.	If you are eligible to vote, please exercise	Why Vote?

	11/5	your rights as a citizen of the United States	<p>National Geographic: Why Voting is Important, https://education.nationalgeographic.org/resource/why-voting-important/</p> <p>The Leadership Conference on Civil and Human Rights: https://civilrights.org/value/voting-rights/</p> <p>Pew Research Center: https://www.pewresearch.org/short-reads/2022/11/04/most-americans-say-its-very-important-to-vote-to-be-a-good-member-of-society/</p>
Week 11	Nov. 7 F2F	<p>What should teachers know and be able to do to teach all students?</p> <p>How will your teaching performance be evaluated?</p>	<p>Bb: Module 11: Standards for Teaching and Evaluation of Performance</p> <p>Review: InTASC Model Core Teaching Standards https://caepnet.org/~media/Files/caep/accreditation-resources/intasc-teacher-standards.pdf</p> <p>Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers https://www.nctq.org/dmsView/va_eval_2</p> <p>Bb readings:</p> <ul style="list-style-type: none"> • INTASC Standards (page 10-19) • VA Guidelines (pp 1-8) <p>Due: Professional Goals Paper</p>
Week 12	Nov 14 F2F	<p>What works?</p> <p>For whom does school work?</p> <p>For whom does school not work?</p> <p>How should we treat students?</p>	<p>Module 12: What works? How do we assess?</p> <p>Read 2:</p> <p>Gorski (2013) Building a pedagogy of engagement for students in poverty Ladson- Billings (2004): It's Not the Culture of Poverty, It the Poverty of Culture: The Problem with Teacher Education Ladson-Billings (2012) Pedagogy of Poverty <i>Tampa Bay Times</i> (2015) Failure Factories</p>

		What is most important for them to learn?	<p>Review:</p> <p>Standards and Requirements: Virginia Department of Education: Student Assessment https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment</p> <p>DUE: Draft #3 of Teaching Beliefs Statement</p>
Week 13	Nov 21 F2F	Classrooms as Global Learning Communities of Learning	<p>Module 13: Global Students and English Language Learners</p> <p>Read: Koch (2024) Chapter 8: The Global Classroom (pp 165-180) Koch (2024) Chapter 9: The Classroom as Community (pp181-204)</p> <p>English Language Learners in Virginia: https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/english-learner-education</p> <p>EL Teacher Toolkit review</p>
Week 14	Nov 28 NO CLASS	Thanksgiving Break	<p>Give Gratitude https://grateful.org/resource/grateful-love-song-world/</p> <p>Rethinking Thanksgiving: A Native American Perspective https://americanindian.si.edu/nk360/informational/rethinking-thanksgiving</p>
Week 15	Dec 5 th F2F	Who are we as future teachers? How do we plan to teach to best serve our students and our profession?	<p>Module 15: Making Decisions</p> <p>University Evaluations Due ONLINE</p> <p>Texts: Koch (2024) Chapter 2: Teaching Stories Koch (2024) Chapter 10: The Decision to Become A Teacher</p>

			<p>Read: at least 1 article on how to become a successful elementary teacher</p> <p>FINAL Statement: Teacher Beliefs and Vision DUE December 8th</p> <p>Field Experience Reflection Due no later than December 8th</p>
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Rubric for informed participation during classes

(This is what I will be listening for)

	Exemplary 2.5pts	Proficient 2pts	Developing 1pt	Unacceptable .5pt
Frequency of participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
Quality of comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Listening Skills	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
Preparation	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.