

George Mason University
College of Education and Human Development
Secondary Education



SEED 422 (Section 001)– Foundations of Secondary Education
3 Credits, Fall 2024
Fairfax Campus – Horizon Hall 1010
Wednesday, 4:30-7:10 PM

Faculty Contact

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Course Information

Prerequisites/Corequisites

None.

University Catalog Course Description

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

Course Overview

Foundations of Secondary Education offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and histories of secondary education. This course emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to secondary school settings.

Course Objectives

After successful completion of this course, students will be able to:

1. Examine the history, politics, and purpose of secondary education
2. Describe recent trends in pedagogy and educational discourse
3. Identify elements of effective planning and implement intentional instructional strategies
4. Construct a teaching philosophy that reflects personal goals and relationship with teaching
5. Investigate foundational aspects of secondary school in the United States

Professional Standards

Upon successful completion of this course, students will have met the following professional standards from the InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

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

Required Readings

No books are required for purchase. All readings will be made freely available online and posted in the [Class Schedule](#). All other resources will be provided digitally.

Course Delivery Method

This course will be delivered using a lecture/seminar approach with multiple course activities required each session. Some class sessions will be held online asynchronously as noted in the syllabus.

Attendance

In accordance with the [GMU Attendance Policies](#) (University Catalog, 2023-2024),

“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.”

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode 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. See [AP.1 Registration and Attendance](#).

Missed classes (or portions of classes) without prior approval from the instructor 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. See [AP.1.6.1 Absence for Religious Observances or Participation in University Activities](#). In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

Field Accommodations

Field/clinical work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services (DS) office. 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 [Disability Services](#).

Assignments & Grading

| Assignment | Points |
|--|--------|
| (1) Participation & Reflection , includes: <ul style="list-style-type: none"> ● Reflective journaling (ongoing, in class) ● In-class discussions ● Virtual conferences | 25 |
| (2) Discussion Facilitation (ongoing, in class October 2-November 13) | 15 |
| (3) CLT Lesson Plan (in-class assignments, completed October 9 & 16) | 10 |
| (4) Philosophy of Teaching , (due November 22), includes: <ul style="list-style-type: none"> ● Course Syllabus – 5 points ● Cover Letter – 5 points | 10 |
| (5) Foundations of School Clinical Experience Project (due December 6), includes: <ul style="list-style-type: none"> ● Project Plan (due September 27) – 2.5 points ● Annotated Bibliography (Literature Review) (due October 18) – 10 points ● Project Presentation (in class on December 4) – 20 points ● Reflection – 2.5 points (include with final submission) ● Clinical Experience Hours Documentation Form (include with final submission) ● Revised Rubric (include with final submission) | 40 |

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|------------------------------|------------|
| Total Points Possible | 100 |
|------------------------------|------------|

Course Performance Evaluation

Students are expected to submit all assignments on time via [Canvas](#) unless otherwise instructed.

Grading Scale

Our program uses the grading scales below for all courses:

| <u>Graduate</u> | | <u>Undergraduate</u> | |
|--|---------------|--|---------------|
| A = 95-100% | B-* = 80-82% | A = 93-100% | B-* = 80-81% |
| A- = 90-94% | C = 70-79% | A- = 90-92% | C = 70-79% |
| B+ = 87-89% | F = Below 70% | B+ = 86-89% | D = 60-69% |
| B = 83-86% | | B = 82-85% | F = Below 60% |
| *B- or below is not a passing course grade for licensure | | *B- or below is not a passing course grade for licensure | |

Use of Artificial Intelligence (GAI) Tools

Use of Generative AI tools should be used following the fundamental principles of [Mason's 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.

When explicitly stated by the instructor, Generative AI tools are permitted. 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.

In this course, permission to use AI tools is determined based on the following levels. Each assignment description below indicates which level of AI use is permitted:



**NO USE
PERMITTED**

Use of any/all AI tool(s) is prohibited unless provided by the instructor (e.g., auto-captioning) or stated in an accommodation provided by GMU disability services.



**SOME USE
PERMITTED**

Some use of non-generative AI tools is permitted; use is limited to auto-transcription or captioning, language translation, writing assistance (e.g., Grammarly, speech-to-text), and text-to-audio readers.

AI tools that create content (ChatGPT, Tome, LessonLab, Magic School, etc.) or summarize readings are NOT permitted beyond the brainstorming/idea phase.



**FREE USE
PERMITTED**

Free use of any generative or non-generative AI tool(s) is permitted; this includes ChatGPT and other text, image, or audio generating tools. *Always [cite the use of generative AI tools](#) appropriately.*

Assignment Descriptions

(1) Participation & Reflection (25 points)

Seed Seed addressed: *Inquiry & Reflection*



**NO USE
PERMITTED**

Rationale: Inquiry and reflection are essential in your training and professional development as a teacher. Actively participating in discussions about your learning, reading, thinking, and teaching are important in your work as a teacher with your colleagues and school community.

Description: Participation in this course includes completion of the Reflective Journal, in-class discussions, and online discussions. The **Reflective Journal** is a personal space for you to ask questions, reflect, challenge beliefs, make connections, and develop your philosophy as a teacher. You will receive your journal on the first day of the course, and you should bring it with you to each class session as well as to any clinical experiences or field work opportunities. Each class, you will be given prompts and time to work in your journal. These reflections will act as a springboard for discussion, whether in-class or online.

In addition to reflective value, the Reflective Journal is designed to help you develop your *Philosophy of Teaching*. Some prompts will ask you to consider using a specific form in your Reflective Journal, while others will allow you to choose any form you'd like.

Discussions of course topics (in-person and online) will take place during each class. These discussions are important to develop and articulate your thoughts, reflections, and connections regarding course topics and readings and your own experiences/anticipated experiences with teaching, teachers, and school. Active participation – speaking and listening with full attention – are expected in this graduate-level course. Continuous attendance, active participation in class activities and discussions, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.

Because attendance is a prerequisite for class participation, **absences will have a negative impact on your participation grade**, and participation will be graded on a semi-weekly basis. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc.) to receive full credit each week.

Evaluation of active participation is determined by criteria in the Participation Rubric.

(2) Discussion Facilitation (15 points) – GROUP PROJECT

SEED Seed addressed: *Social Justice*



**FREE USE
PERMITTED**

Rationale: The **Discussion Facilitation** assignment provides an opportunity to dig deeper into a current issue in education associated with the topic of a chosen class period. Students will research and gather recent news articles related to their topic to plan and facilitate a discussion (or activity) designed to examine the complexities of the issue, including: What are this issue's historical, social, and political

contexts? What is *most important* for teachers/future teachers to know about this issue? How does it impact teachers' or students' lives or the wider community?

Description: Students will **sign up** for their chosen topic during the first week of class and work in small groups to research and plan a **~20 minute discussion-based lesson or activity**, through which each group will lead our class during **Weeks 6-12**.

Each group will work with the instructor to design and prepare a lesson plan detailing the discussion facilitation activity, which will be provided to the class. **Group members will reconvene after the activity to reflect with the instructor.** See the Discussion Facilitation Checklist for more project guidelines.

The lesson plan should include a list of references (cited in APA style), the discussion/activity strategy chosen, and any other relevant information (e.g., discussion questions, excerpts/quotations, data/facts, etc.). See Lesson Plan Template.

Evaluation for this assignment is determined by criteria in the Discussion Facilitation Rubric.

(3) CLT Lesson Plan (10 points) – COMPLETED IN CLASS

SEED Seed addressed: *Partnership & Collaboration*



**FREE USE
PERMITTED**

Rationale: Teaching, at its best, is a highly collaborative process. In secondary schools, educators often work in Collaborative Learning Teams (CLTs) to plan and evaluate instruction. This assignment is designed to simulate the CLT expectations and environment to give students a glimpse into how working with a CLT may impact and enhance one's teaching.

Description: Students will be grouped into a CLT based upon content areas (to the extent possible) and assigned a subject/level/grade for which they will design a lesson plan. This assignment will be completed entirely **in class** during **multiple weeks (Weeks 7 & 8)** integrating concepts learned in class.

Evaluation for this assignment is determined by the following criteria:

1. Evidence of full and equal participation of all group members
2. Incorporation of teaching practices referenced in course readings, discussions, and topics as addressed in all previous weeks.

(4) Philosophy of Teaching (20 points)

SEED Seed addressed: *Respect & Relationships*



**SOME USE
PERMITTED**

Rationale: Understanding your conception of and relationship to teaching is a vital part of your development as a teacher and informs the way you manage your classroom over the entirety of your career. Articulating a philosophy of teaching –*who you are and/or want to be as a teacher*– is often an important step in the employment process and often a requirement during early days of every school year as you introduce yourself to your students and their families. My hope is that this assignment will

also serve as documentation of your growth as a teacher – ideally something you can revisit and reassess at various stages during your teacher preparation and teaching career.

Description: For this assignment, you will represent your **Philosophy of Teaching (due November 22)** in **TWO** authentic forms:

1. Course Syllabus

Consider your course syllabus an opportunity to represent who you are as a teacher to your students and their families.

In class during **Week 11**, we will examine sample syllabi. In class during **Week 12**, you will begin to develop a course syllabus that aligns with your personal teaching philosophy.

2. Cover Letter

Consider your cover letter an opportunity to represent who you are as a teacher to your school administrators and colleagues.

Compose a **cover letter-length essay** (one page or less that describes your **Philosophy of Teaching**, a statement of your strongest beliefs, goals, and mission as a teacher that directly connects your own experiences as a student and other personal or professional experiences with what you hope to achieve in this role.

Important: Your cover letter should provide a unique, personal snapshot of *who you are* as a teacher. It is more important to highlight the beliefs and experiences that you believe distinguish you as a teacher or that are critically important to your teaching rather than trying to cover *everything* you believe or want to be as a teacher.

Evaluation for this assignment is determined by criteria in the Philosophy of Teaching Rubric.

(5) Foundations of School Clinical Experience Project (30 points)

SEED Seed addressed: *Advocacy & Agency*



Rationale: Considering the real, day-to-day experiences of teachers and students in schools is an essential component of a teacher’s education. This clinical experience involves immersing yourself in a school community’s culture and/or foundational topic related to school via synthesizing literature, observations, and/or speaking with young people, teachers, or other community stakeholders.

Description: To help ground your clinical experience, you will choose an area of focus early on in this course: Which **ONE** aspect of secondary schools do you want to know more about? What is a feature of secondary education that you consider foundational, important, or challenging? During your clinical experience, you will fully immerse yourself in your chosen topic, conducting observations (if possible), critically reading, synthesizing research, gathering artifacts, and speaking with stakeholders to better understand your chosen feature of school. **Possible topic choices will be discussed in class during Weeks 1-4.**

Project Supports & Examples: See the Clinical Experience Project Recommended Timeline and Project Examples, including Spring 2024 abstracts/presentations.

Project Timeline

In class on **December 4**, you will present a final report to the class. Your final report on your topic can take *any form*, but it should be a **multimedia or multi-genre presentation**. Because this is a long-term, complex project, you will submit work in three stages:

To study your chosen topic, you will gather information in two stages, totaling the required 15 hours of clinical experience*:

Stage 1: Project Plan & Conferences

This project will follow a guided-inquiry design, which will require you to submit a project plan and participate in conferences to check in with the instructor throughout the semester (Weeks 2-5).

Stage 2: Literature Review (counts toward up to 5 hours of required clinical experience)

- **Literature Review:** Use the GMU University Library resources to conduct a review of literature related to your topic. A thorough review of the literature, totaling ~30% of the required clinical experience hours (5 hours), must include:
 - At least 5 sources (cited in APA format in your presentation), the majority of which are scholarly or relevant practitioner journals (up to 2 sources may be podcasts, blog posts, news articles, etc.).
 - Attention to recently published literature (unless intentional for the purpose of comparison), ideally published within the last 10 years.

A Literature Critique of sources used in your Literature Review is due at the midterm of the course (due October 18).

Stage 3: Data Collection (counts toward up to 10 hours of required clinical experience)

Collect data that answers your research questions using (1) Observations and (2) your choice of either Interviews (at least three) or a Critical Inquiry (focused on either a nonfiction book or podcast series):

- **Observations:** conducted in a school, community, and/or other relevant context(s), totaling ~30% of the required clinical experience hours (5 hours).
- **Interviews OR Critical Inquiry OR Other:**
 - **Interviews**, totaling ~30% of the required clinical experience hours (5 hours), including:
 - At least one interview with a *young person*, ideally one who is approximately the same age as the students you teach or hope to teach (family members are permitted).
 - At least one interview with an *educator or school staff member* related to your topic.
 - At least one interview with a *community member or stakeholder*, someone who is involved or concerned with your topic of choice.
 - *Note: Interviews may be recorded and/or transcribed at your own discretion, but it is not required. Please obtain the verbal permission of the person you are interviewing before recording. Total time expected (5 hours) includes drafting interview questions, interviewing, note taking or transcribing, and reviewing data. Interviews can be 30-60 minutes in length.*

- **Critical Inquiry:** Choose one nonfiction book and/or podcast series related to your topic to critically examine, taking detailed notes that will allow you to compare content with your other sources. Whether you are examining one source or several, this option should total ~30% of the required clinical experience hours (5 hours).
- **Other:** Have an idea for another source you'd like to include to learn more about your topic? Speak with your instructor for approval.

NOTE: As you gather information via the sources above, be sure to collect detailed notes and **research artifacts** –pictures, recordings, handouts, graphics/figures/charts, screenshots, etc. – that you can use to communicate your findings in your final presentation.

Final Submission Requirements (due December 4)

Submit a final project presentation that includes the following components:

1. **Introduction:** An overview of your topic and why it was of interest to you
2. **Literature review:** Your main takeaways from your review of literature and how they informed your inquiry
3. **Methodology:** The context and sources you used to study your topic
4. **Findings:** Your main takeaways from the inquiry
5. **Discussion:** Your ‘so what?’ A reflection that connects what you learned in this project with your understanding of the history and/or purpose of public school and/or how it will inform your current/future teaching

With your final project, you must also submit:

- **Revised Rubric:** Submit your revised Clinical Experience Project Rubric (originally submitted with the Project Plan) that includes at least one additional criterion on which you would like your project to be evaluated.
- **Clinical Experience Hours Documentation Form:** Please document your clinical experience hours using the appropriate [Clinical Experience Hours Documentation form](#) provided on the Assignments page on Canvas to be included in final project submission.

Evaluation for this assignment is determined by criteria in the Clinical Experience Project Rubric.

Class Schedule

This schedule is subject to change. If any changes are made, students will be notified.

**Indicates a class period in which an assignment is due.*

The course schedule is organized into five thematic sections: Where We Teach (Weeks 1 & 2), What We Teach (Weeks 3-5), How We Teach (Weeks 6-8), Who We Teach (Weeks 9-12), and Why We Teach (Weeks 13-15). See the Essential Questions for more information.

| Week/Class Date | Topic(s) | Readings/Assignments Due |
|-----------------|---|---|
| 1. August 28* | Introduction <ul style="list-style-type: none"> ● About Us ● Course expectations | *Review syllabus & Canvas site *Complete “About Me” slide in “About Us” slide deck |

| Week/Class Date | Topic(s) | Readings/Assignments Due |
|--|---|--|
| <p><i>Key Terms: The SEED 'Seeds'</i></p> | | |
| <p>2. September 4*</p> <p><i>Key Terms: Adolescence; Secondary school</i></p> | <p>Where We Teach: Teaching in the Secondary School</p> <ul style="list-style-type: none"> • Overview of Secondary Education in the United States • Teaching adolescents <p>CE Project Phase 1</p> | <p>Assigned Reading(s) Your group's chapter from Education and Social Change: Contours in History (TBD during Week 1) & complete Reading-Discussion Guide</p> <p>*Bring an artifact to class that represents your experience as a student in middle or high school</p> |
| <p>3. September 11</p> <p><i>Key Terms: No Child Left Behind (NCLB); Elementary & Secondary Education Act (ESEA); Every Student Succeeds Act (ESSA); Individuals with Disabilities Education Act (IDEA); Standards of Learning (SOL)/Standards-Based Learning</i></p> | <p>What We Teach: Modern Contexts</p> <ul style="list-style-type: none"> • Clinical Experience Orientation with Lisa Green • Modern histories of education • Standards-based learning objectives <p>CE Project Phase 2</p> | <p>Assigned Reading(s) "Globalization and Human Capital: From 'A Nation at Risk' to Neo-liberal Reform" (Ch. 6, p. 213-239) from Education and Social Change: Contours in History & complete BDA Handout</p> |
| <p>4. September 18</p> <p><i>Key Terms: National Council for Teachers of English (NCTE); National Council for the Social Studies (NCSS); National Council for Teachers of Mathematics (NCTM); National Science Teaching Association (NSTA); High-leverage practices</i></p> | <p>What We Teach: Curriculum & Purpose of School</p> <ul style="list-style-type: none"> • Curriculum/Curriculum Theory • Discussion facilitation model • Explore GMU databases, practitioner journals, and other school/state data <p>CE Project Phase 3</p> | <p>Assigned Reading(s) Curriculum, Conflict, & Critical Race Theory</p> <p>Review Standards of Learning for content area</p> <p>Assigned Lecture: Curriculum Theory</p> |
| <p>5. September 25*</p> | <p>NO CLASS – CLINICAL EXPERIENCE PROJECT CONFERENCES</p> | <p>Complete CE Project Phase 3 & 4</p> <p>*Clinical Experience Project plan due (by Friday, September 27)</p> |
| <p>6. October 2</p> <p><i>Key Terms: Backwards design; Bloom's</i></p> | <p>How We Teach: Planning & Assessment</p> <ul style="list-style-type: none"> • Backwards-planning • Assessment | <p>Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on ASSESSMENT. Bring your article to class and be prepared to share.</p> |

| Week/Class Date | Topic(s) | Readings/Assignments Due |
|--|---|---|
| <p><i>Taxonomy; Learning objective; Pre-, formative, and summative assessments; Scaffold</i></p> | <p>Discussion facilitation #1</p> | <p>NOTE: <i>If you are in Discussion Facilitation Group 1, you are not required to identify/prepare an article this week.</i></p> <p>Assigned Lecture: Backwards Design</p> |
| <p>7. October 9</p> <p><i>Key Terms: 504 Plan/Section 504; Accommodation; Americans with Disabilities Act (ADA); Collaborative teaching/team-teaching; English for Speakers of Other Languages (ESOL)/English Learners (ELs); Executive functioning skills; Individualized Education Program (IEP); Universal Design for Learning (UDL); Tracking</i></p> | <p>How We Teach: Frameworks for Inclusion</p> <ul style="list-style-type: none"> ● Social Model of Disability/Universal Design for Learning (UDL) ● Supporting students with disabilities, learning differences, and diverse language needs ● CLT Lesson Plan #1 (in class) <p>Discussion facilitation #2</p> | <p>Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on INCLUSION. Bring your article to class and be prepared to share. NOTE: <i>If you are in Discussion Facilitation Group 2, you are not required to identify/prepare an article this week.</i></p> <p>Assigned Lecture: Social Model of Disability & UDL</p> <p>Optional Resources “Differentiation for ELLs in Mainstream Classes” (p. 335-344) from <i>The ELL Teacher’s Toolbox</i>.</p> |
| <p>8. October 16*</p> <p><i>Key Terms: Asset-based vs. deficit-based; Culturally-responsive pedagogy; Differentiation; Funds of knowledge; Collaborative Learning Team (CLT)</i></p> | <p>How We Teach: Frameworks for Equity</p> <ul style="list-style-type: none"> ● Culturally-responsive teaching ● Complete Mid-Term Disposition Self-Assessment ● CLT Lesson Plan #2 (in class) <p>Discussion facilitation #3</p> | <p>Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on EQUITY/DIVERSITY. Bring your article to class and be prepared to share. NOTE: <i>If you are in Discussion Facilitation Group 3, you are not required to identify/prepare an article this week.</i></p> <p>Assigned Lecture: Culturally Responsive Teaching: Histories & Practice</p> <p>Optional Resources “Defining Equity” (Ch. 2, p. 21-43) from <i>Equity-centered Trauma-Informed Education</i> “Culturally-Responsive Teaching” (p. 351-356) from <i>The ELL Teacher’s Toolbox</i></p> <p>*Clinical Experience Project Annotated Bibliography (Lit Review) due (by Friday, October 18)</p> |

| Week/Class Date | Topic(s) | Readings/Assignments Due |
|--|--|--|
| <p>9. October 23</p> <p><i>Key Terms: Social-Emotional Learning (SEL); Trauma-informed pedagogy</i></p> | <p>Who We Teach: Centering Students</p> <ul style="list-style-type: none"> • Trauma-informed practices • Social-emotional learning <p>Discussion facilitation #4</p> | <p>Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on INCOME/FUNDING INEQUALITY. Bring your article to class and be prepared to share. <i>NOTE: If you are in Discussion Facilitation Group 4, you are not required to identify/prepare an article this week.</i></p> <p>Assigned Lecture: SEL, Trauma-Informed Practices, & Behavior Interventions</p> <p>Optional Resources “Introduction & Defining Trauma-Informed Education” (Introduction & Ch. 1, p. xiii-20) from <i>Equity-centered Trauma-Informed Education</i></p> |
| <p>10. October 30</p> | <p>NO CLASS</p> | |
| <p>11. November 6*</p> <p><i>Key Terms: Multi-Tiered Systems of Supports (MTSS); Family engagement; Restorative justice</i></p> | <p>Who We Teach: Managing Student Behavior – Ethical Discipline</p> <ul style="list-style-type: none"> • School disciplinary practices • Policy vs. practice: Course syllabus critique <p>Discussion facilitation #5</p> | <p>Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on CLASSROOM MANAGEMENT AND/OR SCHOOL DISCIPLINARY PRACTICES. Bring your article to class and be prepared to share. <i>NOTE: If you are in Discussion Facilitation Group 5, you are not required to identify/prepare an article this week.</i></p> <p>Assigned Lecture: SEL, Trauma-Informed Practices, & Behavior Interventions</p> <p>Optional Resources “Introduction & Defining Trauma-Informed Education” (Introduction & Ch. 1, p. xiii-20) from <i>Equity-centered Trauma-Informed Education</i></p> <p>“Loud, proud, and love a crowd: African American girls and school discipline practices”</p> <p>*Bring a sample course syllabus (from your clinical experience or current department/school) to class</p> |

| Week/Class Date | Topic(s) | Readings/Assignments Due |
|--|---|---|
| 12. November 13* <i>Key Terms: Self-determination theory (SDT)</i> | Who We Teach: Motivation & Mental Health <ul style="list-style-type: none"> Strategies for engagement and motivation Philosophy as policy: Course syllabus creation Discussion facilitation #6 | Assigned Reading(s) Identify and read a peer-reviewed article of your choice focused on ADOLESCENT MENTAL HEALTH . Bring your article to class and be prepared to share. NOTE: If you are in Discussion Facilitation Group 6, you are not required to identify/prepare an article this week. Assigned Lecture: Choose <u>TWO</u> sections from “Adolescent Development and Motivation” from <i>Bridge to Learning</i> , Stanford [Download audio file] |
| 13. November 20* | Why We Teach: Reflecting on the Foundations of Education <ul style="list-style-type: none"> Philosophy as a personal brand: Articulating your philosophy of education Clinical Experience Project Presentation prep. | *Philosophy of Teaching Course Syllabus & Cover Letter due (by Friday, November 22) |
| NOVEMBER 27-29 – NO CLASS, THANKSGIVING BREAK | | |
| 14. December 4* Clinical Experience Project Presentations | Clinical Experience Project Presentations <ul style="list-style-type: none"> Present Clinical Experience Projects Course evaluations | *Clinical Experience Project due (Friday, December 6) |
| 15. December 11 <i>Key Terms: InTASC Model Core Teaching Standards; Professional development</i> | <ul style="list-style-type: none"> TBD | |

College of Education and Human Development Policies and Information

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 [CEHD Student Guide](#).

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the [CEHD Mission](#), and Core Values of George Mason University.

Licensure Requirements

See [Licensure Requirements](#)

GMU Policies and Resources for Students

Policies

- Students must adhere to [Mason’s Academic Standards](#)
- Students must follow the university policy for [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.
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

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.

Resources for Students

- **Canvas Support:** Questions or concerns regarding use of Canvas should be directed to the [ITS Support Center](#). See [Canvas Student Help](#) for videos and guides about how to use Canvas.
- **VIA Support:** Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or [CEHD Online Assessment System](#).
- **GMU Student Support Resources:** For information on student support resources, including academic and mental health support available on campus or virtually, see [Mason Student Resources](#).
- **CEHD Current Students:** For additional information, see the [College of Education and Human Development’s Student Success Resources](#).



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.