GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDUC 522 A01: Foundations of Secondary Education
3 Credits, Summer 2016
MW 7:00-10:00pm, Fridays online Robinson Hall A123

PROFESSOR(S):
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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

There are no prerequisites/corequisites, however, 15 hours of field experience is required

B. 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.

C. Expanded Course Description

Not Applicable

LEARNER OUTCOMES or OBJECTIVES:
This course is designed to enable students to:
- Acknowledge and evaluate the varied, competing, and changing purposes of American public education (SOCIAL JUSTICE),
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories

underlying instructional practices, and curricular trends/issues (RESEARCH-BASED PRACTICE);
- recognize the diversity in US schools, especially as it regards race, ethnicity, gender, social class, language, and ability, (ETHICAL LEADERSHIP, COLLABORATION), InTASC Standards, II, III;
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools (SOCIAL JUSTICE, INNOVATION);
- analyze teaching behaviors and categorize them according to their relationships to research-based practice and major educational philosophies (SOCIAL JUSTICE, COLLABORATION), InTASC Standards II, III;
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching practices (RESEARCH-BASED PRACTICE);
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences (ETHICAL LEADERSHIP, COLLABORATION);
- state their own philosophical positions in regard to the following questions:
    - What is the nature of one subject matter area you wish to teach?
    - What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
    - What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
    - What approaches to classroom management do you prefer?

PROFESSIONAL STANDARDS (Interstate New Teacher Assessment and Support Consortium (InTASC)**:**

An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

REQUIRED TEXTS:

Gorski, P. C. & Zenkov, K. (Eds.) (2014). The big lies of school reform: Finding better solutions for the future of education. New York, NY: Routledge.

Coates, T. (2015). Between the world and me. New York, NY: Random House.

Other readings assigned and available via Blackboard. See course calendar for details.

COURSE ASSIGNMENTS AND EXAMINATIONS:
General
All assignments should be turned in on the due date indicated in the schedule below. All papers must adhere to APA 6th edition formatting included using 12-point Times New Roman font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All assignments will be submitted via MyMason/Blackboard. Please be sure you have a working understanding of this platform.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course.

Reading Reflection Papers (25 points each/50 points total)
You will be required to complete **two reflection papers.** Each paper will be approximately two-three pages (double-spaced) and focused on synthesis of assigned readings from *Big Lies of School Reform, Beetween the World and Me* and other media/texts. Each paper will require you to seek connections and themes presented in the readings. Specifically, this will include a combination of personal reflections on the provided topic, comments and insights provided by the source and relevant outside sources which enhance the comments and assertions made in your paper. Each paper will be assessed on a combination of the aforementioned components as well as overall writing quality, which includes adherence to writing specifications outlined in the APA 6th edition manual. The Rubric for these assignments can be found in the course section of MyMason/Blackboard.

Reflection paper one: Review of assigned readings from sessions 1-6 and *180 Days: A Year Inside An American High School* video: Topic: **Navigating the tensions to seek equality/equity**

Reflection paper two: Review of assigned readings from sessions 7-9: Topic: **Challenges of the teaching profession**

Education Philosophy (75 points)*
In four-six double-spaced pages, you will describe and illustrate your personal beliefs about teaching based on the salient teaching philosophies discussed in class and outside research you have conducted. In your paper, address a minimum of three of the guiding questions found below. In addition, seek relevant outside sources for additional information and guidance. And finally, examine the standards of an effective teacher from InTASC (found on page one of your syllabus) as well as standards of learning for your content area (both state and national) to help guide you in the development of your teaching philosophy. You will be assessed on the aforementioned criteria in addition to the general writing rubric components from the reflection papers. PLEASE REMEMBER

THAT THIS ASSIGNMENT IS YOUR "PBA" FOR THIS COURSE. AS SUCH, YOU MUST SUBMIT IT TO MYMASON/BLACKBOARD.

National Content Organizations Websites
Mathematics: National Council for Teachers of Mathematics (www.nctm.org**)**
Science: National Science Teachers Association (www.nsta.org**)**
English: National Council for Teachers of English (www.ncte.org**)**
Social Studies/History: National Council for the Social Studies (www.socialstudies.org**)**

Philosophy of Teaching Guiding Questions
- What is the purpose of schooling?
- What is the nature of the learner in the 21st century?
- What is the nature of one subject matter area you wish to teach?
- What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- What approaches to classroom management do you prefer?
- What learning theories do you most strongly identify with and why?
- What are your objectives as a teacher?
- What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- What should teachers do to accommodate diverse learners?
- What teaching methods will you use to work toward your objectives?
- How you intend to measure your effectiveness at reaching your objectives?
- How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions above, you can add your own inquiries—be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of three between those listed above and those you identify—may also be illustrated with examples from your fieldwork, including from your work with particular students if applicable.

Topical Presentation (50 points total–30 points from group presentation, 20 points from participation in other four group presentations)
At the beginning of the semester you will divided into groups for the purposes of developing a presentation to the class on a specific topic related to education. Each group will be assigned a date during which time a presentation is expected to be delivered via the Blackboard Discussion Board. Each group is expected to employ some sort of presentation software (e.g. PowerPoint, Prezi, webquest, wiki or other means) to present information on the given topic, provide a prompt(s) to course-mates to facilitate discussion, and monitor responses. Once prompt(s) is posted, course-mates will have two-three days to post their responses. Each class member (other than presentation group members) must post one original thread (approximately 150-300 words) and respond to two others (approximately 50-150 words). Each group member should be an obvious presence online although there are no specific requirements for numbers of comments posted. As you organize the information to present, consider what prospective teachers need to know about your topic. Seek to make the content relevant and the prompts engaging. **Assessment from these group activities will come from the group presentation, effective monitoring of the Discussion Board, completion of the self/group assessment, and participation in other group**

discussions.

"Critical Incidents Reflections and Images" (CIRIs) and Field Experience Report (75 points)
The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. For this portion of the class you will work with your peers in class and engage in a 15-hour field experience. Your mentor teacher will also complete a log indicating dates, times, subject area, grade levels (see Blackboard for Sample).

Each day you are in your fieldwork site, you will record field notes of what you have observed, practices you appreciate, and questions you've considered as a result of your experiences. Three of the most significant instances or episodes will be logged as "Critical Incidents Reflections and Images" (CIRI) (see Blackboard for Details). Follow the specific guidelines for these incidents as you record them and even be ready to analyze the data you gather and discuss in class. As a part of each CIRI you should include a related artifact and/or image, which may be a picture/drawing of the incident, or an artifact that helps illustrate the episode (e.g. document handed out to students). At the end of your field experience, you will use your journal and these CIRI forms to prepare a "Field Experience Report". In this paper (a maximum of four double-spaced pages or developed using other media such as PPT, Prezi…), you will analyze field notes and reflect on your work in schools in order to develop an artifact that synthesizes your experiences. Specifically, your submission will essentially be an analysis of your "critical incidents" and discussion of how curricula, instructional methods, and learning culture influenced student success in the setting(s) you observed. This

report should also include images, examples, and evidence from your field experience to illustrate the conclusions you draw.

GRADING

95-100% (237.5-250 Points)	A	90 - 94% (223-237 Points)	A-
85 – 89% (212-222 Points)	B	80-85% (200-211 Points)	B-

Below 80% (below 200 points)   Not passing

Assignment Summary

Reading Reflection Papers (Focused on given theme and instructor-provided readings/media)..50 points

Topical School Issues Presentation...50 points

Teaching Philosophy Paper..75 points

CIRIs and Field Experience Report..75 points

Total = 250 points

COURSE ASSIGNMENT SUMMARY

Assignment	Due	Point Value
Reading Reflection Papers	Reflection paper one: Class 7 Reflection paper two: Class 10	50 total-25 points each
School Issues Group Presentation	Group one: May 20 (student postings due May 23, 11:30 PM) Group two: May 27 (student postings due May 31, 11:30 PM) Group three: June 3 (student postings due June 6, 11:30 PM) Group four: June 10 (student postings due June 13, 11:30 PM)	50 total- 35 points for group presentation and 15 points for participation in three other group presentations (5 points each)
Education Philosophy Paper	Final Session	75
Field Experience Reflection Paper	Final Session	75
Totals		**250 points**

BLACKBOARD REQUIREMENTS

Every student registered for any Secondary Education Program course with a required performance-based assessment is required to submit this assessment, The Philosophy of Teaching to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**.

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

TOPICS	DATE	READING DUE	ASSIGNMENT DUE
Course Introduction Navigating the Tensions Discussion of Group Projects and Field Experience Meet with Group One to discuss presentations	May 16	None	None
The history and purpose of schooling Meet with Group Two to discuss presentation	May 18	Wheatley, Willing to be Disturbed Du Bois, Of Mr. Booker T. Washington and Others (on Blackboard) Peterson, M. The Purpose of Schools	None
Online class: Group One presentation, The purpose of school	May 20	Group one presentation delivered via MyMason/Blackboard Discussion Board	Group one presentation: The purpose of schooling (Student responses due May 23, 11:30 PM)
Schools in Context of Society Review of Between the World and Me readings	May 23	Cremin, L. The Progressive Movement in American Education Greene, M., *Teaching as Possibility: A Light in Dark Times* *Between the World and Me Chapter I*	None
Equality and equity in schooling Film: *180 Days: A Year Inside an American High School* Review Between the World and Me readings	May 25	Big Lies Text Chapter 1: Ladson-Billings, The Pedagogy of Poverty: The Big Lies about Poor Children	None

Meet with Group Three to discuss presentation		Big Lies Text Chapter 3: Cody, The Common Core: Engine of Inequity Delpit, L., *The Silenced Dialogue* Haberman, M., *The Pedagogy of Poverty versus Good Teaching* Stuart Wells, A. *Seeing Past the Colorblind Myth* Between the World and Me, Chapter II	
Online Class: Group Two Presentation: How Can Teachers Adapt to Changing Faces of our Students?	May 27	Group two presentation delivered via MyMason/Blackboard	Group Two presentation: Adapting to Student Diversity (Group two postings due May 31, 11:30 PM)
Memorial Day Holiday: No Class Meeting	May 30	*None*	None
Educational diversity Final review of Between the World and Me	June 1	Ladson-Billings, G., *Culturally Relevant Pedagogy* Paris, D., *Culturally Sustaining Pedagogy* Between the World and Me, Chapter III	Reflection paper one

Online Class: Group Three presentation, School Reform Movements	June 3	Group three presentation delivered via MyMason/Blackboard	Group Three presentation: School reform movements Group three student responses due June 6, 11:30 PM
Teaching and Learning in Diverse Contexts Meet with Group Four to discuss presentation	June 6	Big Lies Text Chapter 2: Gutierrez, R., Improving Education and the Mistaken Focus… Big Lies Text Chapter 11: Au, W. Seeing Students as Humans Not Products…	None
Toward Developing and Education Philosophy The Learning Environment	June 8	Dewey J., Experience and Education Wilson, J., *Perspectives on Philosophy of Education* *Learning Environment Case Study*	Reflection paper two
Online Class: Group Four presentation, Global Models of Schooling, Student Engagement and Pedagogy	June 10	Group four presentation delivered via MyMason/Blackboard	Group Four presentation: Global models of schooling, student engagement and pedagogy Group four student responses due June 13, 11:30 PM
Changes to school control Meet with group five to discuss presentation	June 13	Big Lies Text Chapter 6: Meier, D., The Test Does Not Know Best… Big Lies Text, Chapter 7: Zenkov, K., Lying about Teachers and Their Training Chaltain, S. *The Quiet Revolution in DC Schools* Haertel, E. *Critique of VAM*	

The Classroom Environment/School Climate Field Experience Review Course "Take-Aways"	June 15	Hattie, J. *Visible Teaching*	Education Philosophy Paper Field Experience Documentation/paper

ASSESSMENT RUBRIC(S):

	Teaching Philosophy Assignment				
CRITERIA	Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard	Points
Higher-Order Thinking/Ideas	Assertions and arguments are logical and presented with relevant supporting evidence Paper presents well-developed analysis and synthesis of ideas (35 points)	Assertions and arguments are mostly logical and presented with some relevant supporting evidence Paper presents some effective analysis and synthesis of ideas (30 points)	Assertions and arguments are sometimes illogical but presented with some relevant supporting evidence Paper presents little effective analysis and synthesis of ideas (20 points)	Assertions and arguments are illogical and presented with little or no relevant supporting evidence Paper presents no effective analysis and synthesis of ideas (0-19 points)	/35
Mechanics and Composition	Use of correct grammar, punctuation and spelling Sentences are clear, complete and vary appropriately in length and complexity Words and phrases are effective in conveying ideas and vary enough to become compelling to the reader	Paper contains fewer than four grammar, punctuation and/or spelling errors Sentences are mostly clear, complete and appropriately varied in length and complexity Words and phrases are appropriate in conveying ideas and vary somewhat to become	Paper contains more than four grammar, punctuation and/or spelling errors Sentences are somewhat clear, complete but vary little appropriately in length and complexity Words and phrases are somewhat appropriate in conveying ideas but do not vary enough to	Significant grammar, punctuation and/or spelling errors detract from the ability to read the paper Sentences are largely unclear and do not vary appropriately in length or complexity Words and phrases are ineffective in conveying ideas and are	/15

	Sources referenced and formatted appropriately (15 points)	compelling to the reader Sources largely referenced and formatted appropriately with only minor errors (12 points)	become compelling to the reader Several formatting errors are noted (9 points)	not varied enough to become compelling to the reader Sources are not referenced appropriately (0-6 points)	
Effective and Appropriate Sources	Examples and ideas are referenced appropriately in terms of connection with concepts as presented Sources are varied in order to present cohesive and comprehensive information (15 points)	Examples and ideas are most often referenced appropriately in terms of connection with concepts as presented Sources are adequately varied in order to present cohesive and comprehensive information (12 points)	Examples and ideas are rarely referenced appropriately in terms of connection with concepts as presented Sources are only somewhat varied in order to present cohesive and comprehensive information (9 points)	Examples and ideas are not referenced appropriately in terms of connection with concepts as presented Sources are not varied in order to present cohesive and comprehensive information (0-6 points)	/15
APA Formatting	Conforms to APA 6th edition in all citations and references (10 points)	Conforms to APA 6th edition in citations and references with no more than two errors (7 points)	Conforms to APA 6th edition in some citations and references, but contains more than three significant errors (5 points)	Does not conform to APA 6th edition in citations or references (0-4 point)	/10
Total					**/75**