

**George Mason University
College of Education and Human Development
Graduate School of Education**

EDCI 544: Curriculum and Methods of Teaching in Elementary Education

Instructor: Dr. Renée Falconer

Office: Thomson 137

Phone: 703-993-9183

Email: rfalcone@gmu.edu

Office Hours: Monday 6:00 – 7:00 p.m. or by appointment

Course Description: Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment and differentiation Prerequisites: Admission to Elementary licensure program and must be taken in sequence according to program description.

Student Outcomes

Students will be able to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21st century.
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity.
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling).
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students.
- E. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations.
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use.
- G. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students.
- H. Select from multiple models of instruction to meet particular learning goals, provide a variety of instructional experiences, and adapt each to meet the needs of diverse students.
- I. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents.

Standards

INTASC Standards

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their 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 understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. 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, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

1. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
2. The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
3. The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
4. A commitment to professional growth and development through reflection, collaboration, and continuous learning.
5. The ability to use computer technology as a tool for teaching, learning, research, and communication.

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

1. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
2. 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 supportive learning environment.
3. 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.
4. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

International Society for Technology in Education National Educational Technology Standards

- V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE**-Teachers use technology to enhance their productivity and professional practice. Teachers:
1. use technology resources to engage in ongoing professional development and lifelong learning.
 2. use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

3. apply technology to increase productivity.

The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Relationship of Student Outcomes to INTASC Standards

| Student Outcomes | INTASC Standard |
|------------------|-----------------|
| A. | 9 |
| B. | 3 |
| C. | 7 |
| D. | 5 |
| E. | 5, 6 |
| F. | 8 |
| G. | 2, 3, 4 |
| H. | 3, 7 |
| I. | 9, 10 |

Required Texts

Eby, J. W., Herrell, A. L., & Jordan, M. (2009). Teaching in the elementary school: A reflective action approach. (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). Classroom management for elementary teachers (7th ed.). Boston: Pearson, Allyn & Bacon.

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

National Association for the Education of Young Children (NAEYC): *Guidelines for developmentally appropriate practice.* (<http://www.naeyc.org/about/positions/>)

Grading Policies:

The final grade for this course will be based on the instructor's evaluation of the teacher candidate's achievement and progress. Each will be rated according to a rubric indicating the following general rating scale or according to an attached rubric for specific assignments:

| | | |
|----------|----------|--|
| 4 | = | Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at an exemplary level.</u> |
| 3 | = | Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at a competent level.</u> |
| 2 | = | Work <u>partially</u> meets basic requirements and performance criteria.. |
| 1 | = | Work meets basic requirements and performance criteria <u>at a minimal level.</u> |
| 0 | = | Work does not meet basic requirements or performance criteria. |

The performance ratings for each assignment/requirement will be averaged, and the final grade will be assessed according to the following four-point grade scale:

| | | |
|--------------------|----------|-----------|
| 3.76 - 4.0 | = | A |
| 3.5 - 3.75 | = | A- |
| 3.3 - 3.49 | = | B+ |
| 2.76 - 3.29 | = | B |
| 2.5 - 2.75 | = | C+ |
| 1.6 - 2.49 | = | C |
| 1.1 - 1.5 | = | D |
| 0 - 1.0 | = | F |

Course Requirements and Assignments

| Assignment | % |
|--|----------|
| Objective Writing | 5 |
| Group Practice Lesson Plan & Individual Reflection | 5 |
| Field Observation Log | 25 |
| Group Lesson Plan/Presentation & Individual Reflection | 15 |
| Individual Lesson Plan | 15 |
| Final Lesson Plan* | 25 |
| Participation | 10 |

*Designated performance-based assessment

1. Objective Writing. After group practice on writing objectives, students will individually write an objective for each of three SOLs based on appropriate developmental practice and student outcomes. (Objectives A-H)
2. Practice Lesson Plan. In groups of two or three, students will (a) select an instructional strategy from the Arends textbook and write a lesson plan, and (b) write an individual reflection on the process. (Outcomes B-H)
3. Group Lesson Plan Presentation and Reflection. In small groups, students will select one of the instructional strategies (sign up for this will be done in class). The group will identify an elementary grade level, content area, SOL and content standard, and design a short lesson (15 minutes) using that strategy. The lessons will be presented during the appropriate class

session. An individual reflection will be due within 5 days of teaching that lesson. (Outcomes B-H)

4. Individual Lesson Plan #1. Each student will identify a grade level, SOL and content standard, and design a complete lesson (15 minutes) using at least two-three of the strategies learned. The lesson will follow the Mason format and include all aspects. (Outcomes B-H)
5. Final Lesson Plan. Students will write a complete lesson plan following the Elementary Program Lesson Plan Format. (Outcomes B-H)
6. Field Observation Log. Students will observe in network schools throughout the semester. Each student will be given six specific observations to complete. These will then be compiled and reflections (with citations) will be added for each. The specific observations and items to observe will be handed out in class but will include: 1 on context and layout of the classroom; two lesson observations (one each on mathematics, social studies, or science), and two on management (one a macro view of the classroom's routines and rules and one a micro view of individual students' behavior management and guidance strategies). (Outcomes A-I) This assignment will be the designated PBA for the course.
7. Participation. Students will be assessed on class participation, evidence of readiness for class discussions, and group activities. (Outcomes A-I)

University and Elementary Program Policies

Cell Phones. The university has a policy that requests that students turn off pagers and cell phones before class begins. One cell phone will remain on in class that is registered with the Mason Alert System.

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved March 2004

Elementary Program Policies

Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an

emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Prior consent of the instructor must be received for late assignments. If prior consent is not received, ratings will be reduced.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and Standard English usage and mechanics are expected of graduate students. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

Rubric for Complete Lesson Plan EDCI 544

Name:

Date:

| <i>Levels:</i> | Distinguished (met) 4 | Proficient (met) 3 | Developing (not met) 2 | Beginning (not met) 1 | Rating |
|---|---|--|---|--|--------|
| <i>Criteria:</i> INTASC Standard 7: Objectives ACEI 3.1; 3.3; 3.4 | Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. | Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards. | Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards. | Objectives are missing, unclear, or are unrelated to standards. | |
| INTASC Standard 7: Standards and Alignment ACEI 2.1-2.6; | Key standards are referenced. Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent | Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards). Standards, objectives, procedures and assessment in lesson plan are consistent | Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent | No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent | |
| INTASC Standard 5, 6 & 7: Resources & Teacher-Created Supporting Materials ACEI 1.0; 3.1; 3.3; 3.4; 3.5; 4.0 | Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly. | Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson | Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson. | Many resources needed for lesson are not included in plan. No supporting materials are included. | |
| INTASC Standard 4 & 5: Instructional Activities ACEI 1.0; 3.1; 3.2; | Activities include introduction, strategies/procedures and closure, and | Activities include introduction, strategies/procedures and closure, and | Activities include minimal introduction, strategies/ procedures and/or closure, and | Activities do not include introduction, strategies/ procedures and closure, and are | |

| <i>Levels:</i> | Distinguished (met) 4 | Proficient (met) 3 | Developing (not met) 2 | Beginning (not met) 1 | Rating |
|--|---|---|---|---|--------|
| <i>Criteria:</i> 3.4; 4.0 | provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating. Students of many learning styles and strengths can benefit from activities. | provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating. Activities are accessible to students of more than one learning style of strength. | relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating. Activities are not accessible to students with different learning styles and strengths. | unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating. No attempt is made to individualize activities for learning styles or strengths. | |
| INTASC Standard 8: Assessment ACEI 4.0; 5.1 | Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel. | Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths. | Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths. | Assessment is unrelated to objectives and standards. | |
| INTASC Standard 3: Differentiated Instruction ACEI 1.0; 3.2; 4.0 | Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. | Lesson includes some differentiated instruction for gifted students and students with special needs. | Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. | No differentiation of instruction is mentioned. | |
| INTASC Standard 2: Developmentally Appropriate ACEI 1.0; 3.2; 3.4; 4.0; 5.1 | All objectives and activities are appropriate for the intended grade level. | Most objectives and activities are appropriate for the intended grade level. | Some, but not all, objectives and activities are appropriate for the intended grade level. | Objectives and activities are inappropriate for the intended grade level. | |

Average Rating:
Grade:

Performance Based Assessment Rubric
EDCI 544: Curriculum and Methods of Teaching in Elementary Education
Field Observation Log

Name: _____

| Level → Criteria ↓ | Distinguished (met) 4 | Proficient (met) 3 | Developing (not met) 2 | Beginning (not met) 1 | Rating |
|--|--|---|---|--|--------|
| <p>INTASC Standard 2; ACEI 1, 3.1, 3.2.</p> <p>Candidate has the knowledge and understanding to identify learning experiences that assist individual students' development and acquisition of knowledge</p> | <p>Candidate uses developmental knowledge to specifically identify how curriculum and instruction meets the needs of children at various developmental levels and interests and which reflects diversity of students. Candidate recognizes when an individual student's development differs from typical developmental patterns and identifies how to plan, implement, and assess appropriate learning experiences that address individual needs and gives specific examples of how this can be achieved. Candidate makes specific connections between what is observed and class content.</p> | <p>Candidate uses developmental knowledge to recognize curriculum and instruction that meets the needs of children at various developmental levels and interests and which reflects diversity of students. Candidate recognizes when an individual student's development differs from typical developmental patterns. Candidate makes general connections between what is observed and class content.</p> | <p>Candidate fails to consistently use developmental knowledge to identify how curriculum and instruction meets the needs of children at various developmental levels interests and reflects diversity of students. Candidate is unclear about how an individual student's development differs from typical developmental patterns and how those needs should be met. Candidate makes minimal connections between what is observed and class content.</p> | <p>Candidate does not demonstrate an ability to recognize curriculum that meets the needs of children at various developmental levels. Candidate does not recognize and identify the needs of students whose development is not typical.</p> | |

| Level → Criteria ↓ | Distinguished (met) 4 | Proficient (met) 3 | Developing (not met) 2 | Beginning (not met) 1 | Rating |
|--|--|---|--|---|--------|
| <p>INTASC Standard 3; ACEI 3.2.</p> <p>The candidate understands how elementary students differ in their development and approaches to learning, and recognizes teaching and learning experiences that are adapted to diverse students.</p> | <p>Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture and can identify, giving specific examples, how instruction can accommodate this.</p> | <p>Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning, language, and culture and understands how teachers can accommodate this.</p> | <p>Candidate is unable to demonstrate clear understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture and does not identify how teachers can accommodate this.</p> | <p>Candidate fails to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture; and how this can be accommodated in lessons.</p> | |
| <p>INTASC Standard 4; ACEI 3.1, 3.3.</p> <p>Candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem solving.</p> | <p>Candidate identifies how instructional plans center on, learning theory, and effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired</p> | <p>Candidate identifies instructional strategies that are based upon effective teaching strategies which activate prior knowledge and encourage exploration and problem solving</p> | <p>Candidate demonstrates a limited ability to identify instructional strategies and approaches. Fail to give examples of how problem solving, exploration and activation of prior knowledge is achieved.</p> | <p>Candidate fails to demonstrate an understanding of instructional strategies and learning theory. Candidate uses a limited range of instructional approaches</p> | |
| <p>INTASC Standard 5 ACEI 1, 3.2, 3.4.</p> <p>Candidate knows and understands individual and group motivation and behavior management among K-6 students.</p> | <p>Clearly identified routines and rules with detailed examples and in depth reflections. Clearly identified behavior management and guidance techniques with detailed and in depth reflections.</p> | <p>Identified rules and routines. Gave examples. Comprehensive reflections. Identified behavior management/ guidance techniques. Gave comprehensive reflections.</p> | <p>Identified some routines and rules. Failed to give adequate examples and reflections. Identified some behavior management and guidance techniques. Reflection cursory.</p> | <p>Failed to identify or describe required rules and routines. Failed to identify or describe required behavior management /guidance</p> | |
| <p>INTASC Standard 7; ACEI 3.1, 3.2, 3.3, 3.4.</p> <p>Candidate understands and knows the</p> | <p>Candidate identifies and discusses in detail all</p> | <p>Candidate identifies all components of lesson plan,</p> | <p>Candidate identifies most components of lesson plan,</p> | <p>Key areas not addressed, superficial understanding of</p> | |

| Level → Criteria ↓ | Distinguished (met) 4 | Proficient (met) 3 | Developing (not met) 2 | Beginning (not met) 1 | Rating |
|---|--|---|---|---|--------|
| components of a lesson plan and can identify a measurable objective. | components of lesson plan and writes deep analysis of strengths of lesson; differentiation discussed thoroughly, | beginning analysis of strengths of lesson; some discussion of differentiation | little analysis of strengths for whole group or individuals. | the lesson. | |
| INTASC Standard 8; ACEI 4 Candidate knows and understands formal and informal assessment strategies to plan, evaluate and strengthen instruction. | Candidate knows the reasons to implement certain assessments based on type (i.e., formal and informal), and developmental appropriateness as related to students' learning and discuss their use in depth. | Candidate knows the reasons to implement certain assessments based on type (i.e., formal and informal), and developmental appropriateness as related to students' learning | Candidate knows the reasons to implement certain assessments based on type (i.e., formal and informal). | Candidate fails to show understanding of appropriate assessments. | |
| INTASC Standard 9; ACEI 5.1 Candidate reflects on observations of teaching practice in light of research on teaching, professional ethics, and resources available. | Candidate gives detailed descriptions, analysis, and reflection on benefits or challenges of what is observed. Specific connections consistently made to class content and readings. | Candidate gives some level of description, beginning analysis, and some reflection on benefits or challenges of what is observed. Connections made to class content and readings. | Candidate gives general descriptions and vague reflections on what is observed. Few connections to class content or readings. | Candidate fails to reflect on observations and makes no connection to class content and readings. | |

Average rating: