

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

**EDCI 544
Curriculum and Methods of Teaching in Elementary Education
Spring 2010**

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Office Hours: Weds 5-7PM and by appointment

Course Description:

- A. Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, and assessment & differentiation.
- B. 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 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. (2009). Classroom management for elementary teachers (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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/>)

Final Grading Scale:

A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

Course Requirements and Assignments:

Name of Assignment	Date Due	Points / %
Exit Ticket #1 (in class)		5
Exit Ticket #2 (in class)		5
Exit Ticket #3 (in class)		5
Assignment #1 Final Lesson Plan with Reflection		20
Assignment #2 Unit Plan		15
Assignment #3 Field Observations *		30
Final		10
Participation	ongoing	10

**Designated performance-based assessment*

Description of Assignments:

Exit Ticket #1: Each Unit Planning Group will turn in at the end of class on Feb. 3rd a group name, grade level, and theme for their unit plan using the form provided in class. This work will be completed during class time. (5 points)

Exit Ticket #2: Each Unit Planning Group will turn in at the end of class on Feb. 10th a listing of SOLs with real world purposes by content area and culminating product according to the form provided in class. This work will be completed during class time. (5 points)

Exit Ticket #3: Each Unit Planning Group will turn in at the end of class on Feb. 17th a listing of lessons with names, SOLs, and objectives. Each member of the group will be responsible for developing a lesson in a different content area than other group members (Reading; Writing; Math; Social Studies; Science). This lesson plan will lead to completion of Assignment #1. A form will be provided in class. (5 points)

Assignment #1: Each student will fully develop one of the lessons for their group's Unit Plan. Each group member must address a different content area. You will have an opportunity to try out your lesson in class on Feb. 24th and receive feedback from your peers. You will then use their feedback (and mine!) to finalize your lesson and to include a reflection about how the lesson plan contributes to the unit plan and how giving it in class and receiving feedback improved it. All students must use the GMU lesson plan template provided in Blackboard. (20 points)

Assignment #2: Each Unit Planning group will submit a Unit Plan that addresses a theme across each of the major content areas: Reading; Writing; Math; Social Studies; Science. Each unit plan should have a culminating product and a sequence of activities that moves through a series of lessons to address the SOLs, as well as the required skills, for appropriate learning to occur in a diverse classroom. A listing of materials, assessments, and ways for differentiating instruction should be provided. Your unit plan will include the final lesson plans of each group member with a description of other lessons not yet developed. (15 points)

Assignment #3: Field Observation Log:

- Students will observe in PDS schools throughout the semester.
- In The observations 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
 - 2 lesson observations (one each on mathematics, social studies, or science)
 - 2 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).
- This assignment will be the designated PBA for the course. (30 points)

Participation: Students will be assessed on class participation, evidence of readiness for class discussions, and group activities. (10 points)

Final: The final will involve a classroom discussion on a topic to be announced on Apr. 21st. We will meet in our regular classroom on May 16th to have this discussion. Your participation is worth 10 points.

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 phone will be registered with the Mason Alert System.

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

Approved March 2004

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.

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.

Performance Based Assessment Rubric

EDCI 544: Curriculum and Methods of Teaching in Elementary Education

FIELD OBSERVATION LOG

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>	
<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>	

Level → Criteria ↓	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
INTASC Standard 4; ACEI 3.1, 3.3. Candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem solving.	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.	Candidate identifies instructional strategies that are based upon effective teaching strategies which activate prior knowledge and encourage exploration and problem solving.	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.	Candidate fails to demonstrate an understanding of instructional strategies and learning theory. Candidate uses a limited range of instructional approaches	
INTASC Standard 5 ACEI 1, 3.2, 3.4. Candidate knows and understands individual and group motivation and behavior management among K-6 students.	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.	Identified rules and routines. Gave examples. Comprehensive reflections. Identified behavior management/ guidance techniques. Gave comprehensive reflections.	Identified some routines and rules. Failed to give adequate examples and reflections. Identified some behavior management and guidance techniques. Reflection cursory.	Failed to identify or describe required rules and routines. Failed to identify or describe required behavior management /guidance	
INTASC Standard 7; ACEI 3.1, 3.2, 3.3, 3.4. Candidate understands and knows the components of a lesson plan and can identify a measurable objective.	Candidate identifies and discusses in detail all components of lesson plan and writes deep analysis of strengths of lesson; differentiation discussed thoroughly.	Candidate identifies all components of lesson plan, beginning analysis of strengths of lesson; some discussion of differentiation.	Candidate identifies most components of lesson plan, little analysis of strengths for whole group or individuals.	Key areas not addressed, superficial understanding of 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.	

***2 points can be added for grammar and composition to make a total of 30 points possible**

**Course Schedule
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DATE	TOPIC	IN CLASS	DUE	For Next Class
#1 Jan 20	Missions and Visions Course syllabus, standards, schedule Field Experience Using Blackboard			Read Eby Ch. 1 & 2
#2 Jan 27	Creating a Classroom Community Making your vision visible Reflective Action in Teaching Standards and Blooms	Looking into classrooms		Read Eby Ch. 3 & 4; Copy off VA SOL's to bring to class next week
#3 Feb 3	Thinking about Thematic Units Unit Planning Lesson Writing Objective Writing	Arranging Unit Plan groups Developing a Theme	Exit Ticket #1: Group Unit Plan Theme	Read Eby Ch. 6 & 7
#4 Feb 10	Authentic experiences for real world learning Whole/Group/Individual Open/Closed Tasks Explicitly Instrumental Teaching	Group work authentic purposes – culminating products – Divvying up lessons	Exit Ticket #2: Real world purposes and culminating products by content area with SOLS	Read Eby Ch. 5 & 8

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#5 Feb 17	Planning for Assessment Teaching in a diverse classroom Discussion as an instructional practice	Group work on unit plan – planning individual lessons	Exit Ticket #3: Lesson list with names/content area/ SOL/ objective.	Read Eby Ch. 9 & 10
#6 Feb 24	Balancing Standards and Creativity Assessing and Reporting	Give Lesson in class		Read Eby Ch. 11 & 12
#7 Mar 3	Integrating Technology Reflecting on Teaching and the School Community		Assignment #1: Final Lesson Plan with Reflection	Read Brophy Article (in BB)
#8 Mar 10	SPRING BREAK NO CLASS!!		OPTIONAL: Partial Field Observations	
#9 Mar 17	Motivation and Instruction Planning for a mastery orientation	Group work on finalizing Unit Plan		Read E & E Ch. 1 & 2
#10 Mar 24	Classroom management: macro and micro Organizing and Establishing Routines and Procedures		Assignment #2: Unit Plan	Read E & E Ch. 3 & 4

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#11 Mar 31	Managing Student Work Creating an Environment that Supports your Vision			Read E & E Ch. 5 & 6
#12 Apr 7	Planning and Conducting Instruction Managing Cooperative Learning Groups			Read E & E Ch. 7 & 8
#13 Apr 14	Maintaining Appropriate Student Behavior Communication Skills for Teaching			Read E & E Ch. 9 & 10
#14 Apr 21	Managing Problem Behaviors Managing Special Groups Final Topic announced		Assignment #3: Field Observation Log	
#15 Apr 28	NO CLASS International Reading Assoc Annual Conference			
#16 May 5	FINAL			

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