

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

***EDCI 544: Curriculum and Methods of Teaching in Elementary Education, 3 credits***

Spring 2012

Mondays 4:30 pm - 7:10 pm, Science Technology I 126

Jan. 23 – May 16, 2012

**Instructor:** Dr. Stephanie Dodman

**Office:** Thompson Hall 1802

**Phone:** 993-3814

**Email:** [sdodman@gmu.edu](mailto:sdodman@gmu.edu)

**Skype ID:** stephaniedodman

**Office Hours:** Tuesdays 1-4pm and by appointment; Skype appointments can also be made

**Course Description**

Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation. Prerequisite(s): Admission into elementary education graduate program; must be taken in programmatic sequence. Hours of Lecture or Seminar per week: 3

**Learning Outcomes**

Students will be able to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21st century (INTASC 9)
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity (INTASC 3)
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling) (INTASC 7)
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students (INTASC 5)
- 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 (INTASC 5, 6)
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use (INTASC 8)
- 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 (INTASC 2, 3, 4)
- 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 (INTASC 3, 7)
- I. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents (INTASC 9, 10)

## **Standards**

### INTASC Standards

1. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
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.
5. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
6. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
7. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
8. 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.
9. 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.

**Nature of the Course**

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as scheduled online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and simulated teaching experiences.

**Course Assumptions**

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions and activities as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. You must be “present” throughout all discussions and activities.

**Readings**

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, MA: Pearson, Allyn & Bacon.

Additional selected readings will be posted on Blackboard.

Virginia's Standards of Learning for K-6

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

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

### 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 at an exemplary level.

3 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a competent level.

2 = Work partially meets basic requirements and performance criteria.

1 = Work meets basic requirements and performance criteria at a minimal level.

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

Note:

Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.

All written papers must be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

### Assignments

Brief assignment descriptions follow. A more detailed Assignment Packet (directions and rubrics) will be handed out in class and available on Blackboard. Only the Field Observation Reports (PBA) rubric is attached to the end of this syllabus.

Assignment	Points
Group Planning and Teaching Exercise	20
Backwards Design plan	25
Social Skills Lesson	10
Field Observation Reports (PBA)	30
Readings, In-Class, and Online Activities	15
	100

Group Planning and Teaching Exercise. In groups of two to three, students will design a complete 20-minute lesson. Using the same content standard for a grade, each group's plan will teach the standard using different (assigned) instructional strategies. The lesson will follow the Mason Elementary Program Lesson Plan Format and will be planned for the same group of students. You will teach your plan to the class and then reflect on its implementation. (Outcomes B-H).

Lesson plan: 10 group points

Teaching: 5 group points

Reflection: 5 individual points

Backwards Design Plan. Use the backwards design template to design a lesson sequence that incorporates a variety of instructional elements from Eby, Herrell, and Jordan. The plan will include Stages 1 and 2 and 3 of the backward design template. Stage 3 will also include three lesson plans created in the GMU Lesson Plan format. The last part of this assignment is to write a reflective narrative that describes your thoughts about the lesson planning process and compares it to the single lesson plan creation. Each member will also complete an evaluation of their own work and that of their group members.

Plan: 20 group points

Reflection and Group Contribution: 5 individual points

Social Skills Lesson. Individually, you will create one lesson that addresses a social skill appropriate for your observed grade level. While you are only creating one lesson, you must place this lesson within a larger learning context. You must include Stages 1, 2, and 3 of the backwards design plan, but you only need to include ONE lesson plan of the unit.

10 individual points

Field Observation Reports (PBA). Students will observe in network schools throughout the semester. There are specific observations to complete. These will then be compiled into a field observation report 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), and
- 2 on management (one a macro view of the classroom's *routines and rules* and one a micro view of *behavior management and guidance strategies for students*). (Outcomes A-I)

30 individual points

Readings, In-Class, and Online Activities. You are expected to be on-time and prepared for class each week. This means having completed all assigned readings and tasks for that week before class begins. Because class is heavily founded in peer work and discussion, if you are not prepared, it affects not just your own learning, but that of your peers. You are expected to be an active participant in all activities. This also extends to any and all online activities completed throughout the duration of the course.

(Outcomes A-I)

15 individual points

### **University, College, and Elementary Program Policies**

The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website <http://cehd.gmu.edu/values/>.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

*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.

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

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.

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/>].

#### *Campus Resources*

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/>].

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/>].

*Curriculum and Methods of Teaching in Elementary Education Course Calendar*

Date	Topic/Guiding questions	Reading/Assignment Due	Online Activity After Class
Jan. 23	Introductions <ul style="list-style-type: none"> <li>• What is curriculum?</li> <li>• Who makes curriculum decisions?</li> <li>• What is reflective teaching?</li> <li>• Kinds of teacher knowledge</li> </ul>	Eby, Ch. 1 Zeichner, Ch. 1 (pdf)	
Jan. 30	What is the relationship b/t curriculum, instruction, and management? <ul style="list-style-type: none"> <li>• Learning communities</li> <li>• Routines</li> <li>• Discuss CC observation report</li> </ul>	<b>Begin field experiences this week</b>  Eby, Ch. 2 Evertson Ch. 1 & 2	
Feb. 6	Unit Planning <ul style="list-style-type: none"> <li>• How does a bigger picture drive my individual lessons?</li> <li>• What is the relationship b/t standards (what) and instruction (how)?</li> <li>• Form grade level groups for unit/lesson planning</li> </ul>	Wiggins & McTighe (pdf)  <b>Context Observation Report Draft Due for feedback</b> (submit online)	
Feb. 13	Lesson Planning <ul style="list-style-type: none"> <li>• How do we plan for students' diverse needs?</li> <li>• Planning for effective management</li> <li>• Writing learning objectives</li> </ul>	Eby, Ch. 3 Evertson, Ch. 5	Writing learning objectives
Feb. 20	Instructional strategies and methods <ul style="list-style-type: none"> <li>• Active and passive engagement</li> <li>• Managing active learning</li> <li>• Start planning 20 minute lesson</li> </ul>	<b>Observation of Lesson 1 Report Draft Due for feedback</b> (submit online)  Eby, Ch 6, 7, and (choose one: 9 or 11) Evertson, Ch 6	
Feb. 27	Group planning and teaching exercise		Journal reflection by Feb 29 midnight (3 questions)
Mar. 5	Classroom discussions <ul style="list-style-type: none"> <li>• Authentic or contrived</li> <li>• Questioning- open and closed</li> <li>• Communicative competence</li> </ul>	Eby, Ch. 8	Discussion participation (post once and respond to one peer)

Mar. 12	<i>GMU Spring Break</i>		
Mar. 19	Assessment of learning <ul style="list-style-type: none"> <li>• How and when do I assess?</li> <li>• Methods of assessment</li> </ul>	Eby, Ch. 10 <i>Observation of Lesson 2</i> Report Checkpoint	
Mar. 26	Establishing the climate <ul style="list-style-type: none"> <li>• What role do rules and procedures play in the classroom?</li> <li>• How and why does environment matter?</li> <li>• How do your students affect management?</li> <li>• Culturally responsive classroom management (relationships)</li> </ul>	Evertson, Ch. 3 and 4 Weinstein (pdf)	
Apr. 2	Maintaining the climate <ul style="list-style-type: none"> <li>• Feedback (academic and managerial)</li> <li>• Language</li> </ul>	<b><i>Classroom Management 1 Report Draft Due for feedback</i></b> (submit online)  Evertson, Chs. 7 and 8	
Apr. 9	Addressing challenging/unfamiliar behaviors <ul style="list-style-type: none"> <li>• Using consequences</li> <li>• Social skills instruction</li> <li>• Managing for all students' success</li> </ul>	<b>Backwards Design Plan Due (w/self and peer evaluation)</b> (submit online)  Evertson, Chs. 9 and 10	
Apr. 16	No F2F Class: Work Day	<i>Classroom Management 2 Report</i> Checkpoint	Journal by Apr 18 midnight (Progress)
Apr. 23	Working with partners <ul style="list-style-type: none"> <li>• Role of families</li> <li>• Role of teachers</li> <li>• Role of school community</li> </ul>	<b>Social Skills Lesson Due</b> (submit online)  Evertson, Ch. 12	
Apr. 30	Self-Reflection <ul style="list-style-type: none"> <li>• Examination of strengths/weaknesses</li> <li>• Action steps</li> </ul> <i>Last class</i>		Journal by May 4 midnight (effective attributes of effective 21 <sup>st</sup> century teacher)
May 7	<b>Final Field Observation Reports (PBA) Due</b> (submit online)		

Calendar is tentative and may be modified in line with course needs.

\*all (submit online) assignments should be uploaded BEFORE class begins that day.



Field Observation Reports (PBA) Rubric

	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
<p>INTASC 5, ACEI 3.4, 3.5 (motivation/behavior)</p> <p><i>Context, description and layout of classroom</i></p>	Limited description, missing components	Components named without details. Minimal reflection and connection to course content.	Some level of descriptions, beginning analysis, and some reflection on benefits or challenges of impact. General connections to course content.	Detailed descriptions, analysis, and reflection on benefits or challenges of impact. Specific connections to course content.
<p>INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning)</p> <p><i>Lesson 1</i></p>	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
<p>INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning)</p> <p><i>Lesson 2</i></p>	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
<p>INTASC 5 ACEI 1, 3.4, 3.5</p> <p><i>Macro Management (routines and rules)</i></p>	Failed to identify or describe required rules and routines	Identified some routines and rules. Failed to give adequate examples and reflections. Minimal connections to course content.	Identified rules and routines. Gave examples. Comprehensive reflections. General connections to course content.	Clearly identified routines and rules with detailed examples and in depth reflections. Specific connections to course content.
<p>INTASC 5 ACEI 1, 3.4, 3.5</p> <p><i>Micro Management (behavior management and guidance)</i></p>	Failed to identify or describe required behavior management /guidance	Identified some behavior management and guidance techniques. Reflection cursory. Minimal connections to course content.	Identified behavior management/ guidance techniques with examples. Gave comprehensive reflections. General connections to course content.	Clearly identified behavior management and guidance techniques with detailed and in depth reflections and examples. Specific connections to course content.
Average Rating (Final Grade)				