

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

EDCI 544: Curriculum and Methods of Teaching in Elementary Education

Summer 2012

May 21st – June 22nd

Tuesdays & Thursdays, 7:20 pm – 10:00 pm

Saturdays, June 2nd and 16th, 9:00 am – 12:00 pm

Arlington Campus, Founders Hall 476

Instructor: Dr. Elizabeth Levine Brown

Office: Thompson Hall 1804

Phone: 410.310.6516 (cell)

Email: ebrown11@gmu.edu*

Office Hours: Schedule a Skype appointment or meet before class

**Best form of contact*

COURSE OVERVIEW

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

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.

Learning Outcomes

Students will be able to:

1. Identify and discuss the essential attributes of the effective teacher for the 21st century (INTASC 9)

2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity (INTASC 3)
3. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling) (INTASC 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students (INTASC 5)
5. 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)
6. Understand the importance of using multiple assessments over time and how to choose what assessments to use (INTASC 8)
7. 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)
8. 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)
9. 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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For more information about our core values, please reference <http://cehd.gmu.edu/values/>.

UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

Student Expectations

- 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 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/>].

- 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 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 behaviors and dispositions at all times.

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/>].

COURSE READINGS

Readings

- Codell, E. R. (2010). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.
- Marzano, R.J., Marzano, J.S. and Pickering, D.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Rajagopal, K. *Create success! Unlocking the potential of urban students*. Alexandria, VA: ASCD.

Recommended Readings

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: John Wiley & Sons, Inc.

Blackboard: For this course we will be using Blackboard as a means to distribute ***additional readings*** not included in the textbooks. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click our COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

COURSE ASSIGNMENTS

Participation

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 focused heavily on peer work and discussion, if you are not prepared, it affects not only your own learning, but also 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.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies (i.e., death in family, hospital) are exceptions to the above policy. **You are expected to bring in proof of reasoning for your absence in order for it to be excused.** If you anticipate being absent for any of these reasons, please make arrangements *in advance (at least 24 hours)* and there will be no deduction in your grade. If it is a last minute emergency, you are given 48 hours to provide proof of absence.

Whenever it is possible, advance notice of absences is appreciated. An email message or phone call to someone who will be in class (instructor or student) is generally adequate to keep us from worrying about you. If you were unable to contact someone prior to the missed class, please contact me as soon as possible afterwards to learn of any assignments or announcements. You should expect to make up any missed class work.

Online Discussions

Given the material talked about in this course, our conversations will continue outside the classroom walls. Therefore, we will engage in semi-structured conversations in our classroom Blackboard discussion site **weekly**. Specifically, our conversations will involve how you apply management strategies in your personal classrooms and review constructively what works and what hasn't worked. To guide our discussions, we will use key concepts discussed in the *Teach Like a Champion* book. Some online dialogues might include: *setting clear instructional purposes, establishing transitions, improving the pacing of your* Curriculum and Methods of Teaching in Elementary Education_Summer 2012_Brown

lessons, and/or “no opt out” procedures. In addition, we will read supporting literature that questions the effectiveness of these strategies as well as rely on peer responses to analyze the usefulness of these techniques in our classrooms.

Instructional and Classroom Management Report

Over the first half of this course, you will prepare a report on the instructional and management practices of your classroom. Specifically you will focus your report on:

- The context of your classroom, inclusive of *classroom demographics, classroom layout and environment organization*
- Instructional methods and strategies, inclusive of *purposeful planning, pacing and transitions, student engagement, and “tricks of the trade”*
- Explanation of your **SCHOOL’s** *behavior systems*
- Micro view of **YOUR** *classroom management and redirect strategies for students*
- *Compare and contract **your own** behavior management strategies to **your school** system’s discipline routines*

To provide you a guide for how to prepare the Instruction and Classroom Management report, see the rubric below.

Instruction and Classroom Management Report

Guiding Questions	Blazing New Ground (2)	Staying on Track (1)	Off Track (0)
What is the context of the classroom?	Detailed descriptions, analysis, and reflection on benefits or challenges of impact. Specific connections to theory and research. (Uses 2 external resources from in-class texts.)	Some level of descriptions, beginning analysis, and some reflection on benefits or challenges of impact. General connections to theory/research. (Uses in-class texts only.)	Components named without details. Minimal reflection and connection to theory and research.
What instructional strategies inform	All components of a lesson plan identified	All components of	Most components of

<p>your planning and preparation?</p> <p>How do management strategies influence your planning?</p> <p>What instructional successes have you had in your classroom?</p>	<p>and described in detail</p> <p>Deep analysis of strengths of lessons</p> <p>Differentiation discussed thoroughly in lesson plan.</p> <p>Specific connections to theory and research. (Uses 1 external resource from in-class texts.)</p>	<p>lesson plans identified</p> <p>Beginning analysis of strengths of lessons</p> <p>Limited discussion of differentiation in lesson plan.</p> <p>General connections to theory and research. (Uses in-class texts only.)</p>	<p>lesson plans identified.</p> <p>Little analysis of strengths of lessons.</p> <p>Minimal connections to theory and research.</p>
<p>What school management procedures exist?</p> <p>How effective are these routines?</p>	<p>Described and provided examples of school management system.</p> <p>Prepares in-depth personal reflections about effectiveness of the management system.</p> <p>Specific connections to theory and research. (Uses 1 external resource from in-class texts.)</p>	<p>Described and provided examples of school management system.</p> <p>Discusses simple reflections about effectiveness of the management system.</p> <p>General connections to theory and research. (Uses in-class texts only.)</p>	<p>Identified school management system.</p> <p>Failed to give adequate examples and reflections.</p> <p>No connections to theory and research.</p>
<p>How do you manage behavior in your classroom?</p> <p>How do your management strategies influence instruction, student engagement and learning?</p>	<p>Clearly identified behavior management and guidance techniques with detailed and in depth reflections and examples. Specific connections to theory and research.</p>	<p>Identified behavior management/ guidance techniques with examples. Gave comprehensive reflections. General connections to theory and research.</p>	<p>Identified some behavior management and guidance techniques. Reflection cursory. Minimal connections to theory and research.</p>
<p>How do your management strategies compare to your school's management</p>	<p>Reflects deeply on how personal classroom management procedures compare and contrast to</p>	<p>Reflects limitedly on how personal classroom management procedures compare</p>	<p>No reflections on how personal classroom management procedures compare and contrast to</p>

system?	school's management system. (Provides 2-3 areas of reasoning.)	and contrast to school's management system. (Provides 1 area of reasoning.)	school's management system.
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Instructional Resource Guide

As you close your first year as a teacher, it is an opportune time for you to reflect upon an instructional strategy or curriculum approach that worked well for you in the classroom. Your review of a given instructional strategy or curriculum approach will involve the following components:

- **Prepare** a review of the literature on one of the following curriculum topics or a relevant topic of your choice. Base your review on 5 articles published in refereed journals during the past 5 years.
- **Synthesize** the themes and content of the articles to support a premise/point of view concerning the selected topic.
- **Detail** two examples of how you employed the this instructional strategy or curriculum approach in your classroom.
- **Explain** how your topic influenced your instruction and the students' engagement and learning.

As we are told often, DON'T REINVENT THE WHEEL! Thus, your instructional resource guide will be useful to your classmates as they reflect upon their own pedagogies and instructional practices, and prepare for the upcoming year. Thus, we will cumulate all students' resource documents into one Instructional Resource Guide for your reference next year.

Topics to Consider:

- Instructional strategies
- Assessment and evaluation issues
- Contemporary issues in curriculum
- The integrated curriculum
- Project based curriculum
- Curriculum reform
- Culturally responsive curriculum
- Early childhood (kindergarten and primary grades k-3) curriculum
- Urban education
- Cooperative learning
- A topic of your choice - approved by the instructor

NOTE ON COURSE ASSIGNMENTS

All written assignments should be stapled, double-spaced in black 12-point Times font (or other serif fonts such as, Palatino), with margins of 1 inch (top, bottom, right, & left). Your papers should conform to the style manual of the American Psychological Association (6th ed.).

All assignments are expected at the **beginning** of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

Grading Scale

We will assess your progress in this course at two points in time. The first will involve a self-reflection of your work on **Tuesday, June 12th**. Following, the instructor and student will set up a phone conference to discuss the first self-evaluation and compare assessments of student's work. The final evaluation will occur on **Thursday, June 22nd**. For the final evaluation, the instructor will review the growth and progress of the student within **ALL** the expectations of the course. Each student will be graded on the following criteria:

FINAL GRADE RANGE:

0-2pts: Fail
3pts: B
4pts: B+
5pts: A-
6pts: A

Grading Criteria

Expectations	Blazing New Ground (2)	Staying on Track (1)	Off Track (0)
Class Participation <ul style="list-style-type: none"> ■ Speaking ■ Active Listening ■ Regular attendance ■ Being a supportive cohort member 			
Betsy's Final Feedback:			
Weekly Assignments (Online Discussion Posts; Peer Responses; In-Class Small Group Activities and Instructional Resource Guide Presentations & Handout) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Extensions of literature read for class ■ Responds to prompts (weekly) ■ In-depth analysis of peer response (2 per week) 			
Betsy's Final Feedback:			
Assignments/Projects (Instructional & Classroom Management Report; Instructional Resource Guide) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Meets individual assignment expectations 			
Betsy's Final Feedback:			
Baseline Survey Growth	Mid-Course Score:		Post-Course Score:

COURSE CALENDAR

The Course Calendar below offers a **tentative** class-meeting schedule. The schedule includes the discussion topic, the required readings for the given class, and the assignments due dates. I reserve the right to modify this schedule in whole or in part, and to add or delete readings as necessary. I expect that the schedule and readings will change as we move through the semester so you should attend every class to hear updated changes made to the syllabus.

WEEK ONE - "I'm Not Alone & Yes, I Can Teach"			
	Tuesday, May 22 nd	Thursday, May 24 th	
Topic/Guiding Questions	Course Overview Library Tutorial Mason Introductions from College of Education and Human Development Associate Dean Ellen Rogers	Book Club	
Readings	Syllabus	Educating Esme	
Assignment Due	Read the syllabus & come with questions	Online Discussion Post and Two Peer Responses	
WEEK TWO - Teach Like A Champion			
	Tuesday, May 29 th	Thursday, May 31 st	Saturday, June 2 nd
Topic/Guiding Questions	Discussion on Classroom Management Panel Discussion - "How are you surviving?" former Teacher for America colleagues and I answer your questions about teaching in urban, under-resourced areas	What management strategies work in your classroom?	Writer's Workshop
Readings	Rajagopal (2010): Culturally Responsive Instruction (Chapter 1: p. 20-39) Marzano, Marzano and Pickering (2003): The Critical Role of Classroom Management (Chapter 1: 1-12)	Marzano, Marzano and Pickering (2003): Rules and Procedures (Chapter 2: 13-76) Article uploaded on Blackboard	

	Marzano, Marzano and Pickering (2003): Teacher-Student Relationships (Chapter 4: 41-64)		
<i>Assignment Due</i>	Bring 3 questions to pose to the panel	Online Discussion Post and Two Peer Responses	Set up Skype Date or Phone Call with Betsy if needed.
WEEK THREE - Create Success: Unlocking the Potential			
	Tuesday, June 5th	Thursday, June 7th	
<i>Topic/Guiding Questions</i>	Setting the Tone for Academic Achievement What is Curriculum? How does Classroom Management relate to Curriculum?	After practicing the management strategies presented this week, how have these strategies influenced your classroom instruction and overall management of students?	
<i>Readings</i>	Rajagopal (2010): Rigorous Expectations and Rewards (Chapter 2: p. 40-65) Marzano, Marzano and Pickering (2003): Disciplinary Interventions (Chapter 3: 27-40)	Articles uploaded on Blackboard	
<i>Assignment Due</i>	Instructional and Classroom Management Handouts - "What's Working & What's Not Working?" <ul style="list-style-type: none"> • A handout (1 page) that provides a synopsis of your Instructional and Classroom Management Report • Bring enough copies for ALL classmates and instructor 	Instructional and Classroom Management Report (emailed to Betsy) Online Discussion Post and Two Peer Responses	
WEEK FOUR - Purposeful Planning for the Future			
	Tuesday, June 12th	Thursday, June 14th	Saturday, June 16th
<i>Topic/Guiding</i>	Preparing, Planning, Assessing and	How has your management improved	Writer's

<i>Questions</i>	Reteaching Backwards Mapping Curriculum Approach	during the course of school year?	Workshop
<i>Readings</i>	Rajagopal (2010) Essentials-focused Planning (Chapter 3: p. 66-75) Rajagopal (2010) Assessing for Mastery (Chapter 4: p. 76-101)	Articles uploaded on Blackboard	
<i>Assignment Due</i>	Bring a lesson plan prepared for instruction in the past week.	Online Discussion Post and Two Peer Responses	Set up Skype Date or Phone Call with Betsy to conference on Instructional Resource Guide.
WEEK FIVE - Reflections on a Job Well Done			
	Tuesday, June 19th	Thursday, June 21st	
<i>Topic/Guiding Questions</i>	Presentations on Instructional Resource Guide Long-Term Planning for Next Year	Reflecting on your first year success	
<i>Readings</i>	Marzano, Marzano and Pickering (2003): Getting Off to a Good Start (Chapter 7: 92-102)	Message from Betsy on Blackboard	
<i>Assignment Due</i>	Instructional Resource Guide Handout and Informal Presentation to the Class <ul style="list-style-type: none"> • Roundtable Presentation • A handout (1 page) that provides a synopsis of your Instructional Resource Guide • Bring enough copies for ALL classmates, instructor and anticipated guests 	Instructional Resource Guide due (emailed to Betsy)	