

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education
Elementary Education Program

Fall 2012: Teach For America Program

EDUC 543-614: Children, Family, Culture, and Schools, Ages 4-12
Arlington Campus

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Office Hours: by appointment

I. Course Description

Examines how child and family development and the ways children, families, schools and communities interrelate. Links children's developing physical, social, emotional and cognitive abilities to planning curriculum and developing instructional strategies.

The CEHD values of research based practice, collaboration and social justice are addressed.

II. Nature of Course Delivery

Students in this course will participate in a learning environment that will model various teaching strategies appropriate for diverse learners and information to be learned. This course integrates a fieldwork observation and the use of technology.

III. Learning Outcomes

Students completing EDUC 543 will be able to:

1. Describe the stages of typical human development in the domains of cognition, language, social/emotional and physical in children ages 4-12.
2. Demonstrate an understanding of the interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. Develop competency in observing and assessing development and learning in classroom settings using performance-based methods that are sensitive to students' unique cultural/ethnic backgrounds.
6. Appreciate the teacher's role in working with families in culturally diverse communities and fostering their involvement in their children's education.

IV. Standards

INTASC Standards

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #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.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

NCATE/ACEI Standards

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

ISTE National Education Technology Standards

I. Teachers demonstrate a sound understanding of technology operations and concepts.

V. Teachers use technology to enhance their productivity and professional practice and lifelong learning.

V. Required Texts

McDevitt, T.M. and Ormrod, J. E. *Child development and education* (5th Edition.)
Upper Saddle River, NJ: Merrill/Prentice Hall.

Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14*

National Association for the Education of Young Children (NAEYC): Position Statement on Developmentally Appropriate Practice (2009 ver.) <http://www.naeyc.org/positionstatements/dap>

VI. Assignments

1. **Class participation:** Students are expected to participate in class discussions and activities. Personal view points and observations are very important in enhancing everyone's learning. See attached rubric.
2. **Field Observations:** Fifteen hours of field observation is required for this course. The students will write reports about two types of field observations that they have conducted (a) an ethnographic observation and (b) anecdotal child development observations in their classroom/school. They will connect what they have observed to the information presented and discussed in class. Detailed descriptions of assignments are attached.
3. **Collaborative Case Study comparison:** Students shall work in groups to prepare a comparison of their case study children. See attached guidelines.
4. **A Reflection on the Teaching Implications for the Child.** See attached guidelines.

Evaluation: High quality work is expected on all assignments and in class. Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded according to the attached assignment guidelines. Late assignments will not be accepted without the prior consent of the instructor. Assignments may be revised for a higher grade after consulting with instructor. All field observations must be completed satisfactorily in order to pass this course.

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 basic 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
3.6 - 3.75	=	A-
3.3 - 3.59	=	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

Weighting of Assignments

20%	=	Class participation (includes Comparative presentation)
10%	=	Ethnographic record,
60%	=	Anecdotal records,
10%	=	Implications for teaching paper

VII. Electronic Requirements

Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts, which must be accessed for information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email.

VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF RESOURCES, EXPECTATIONS and UNIVERSITY POLICIES

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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.
- *Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.*
- Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.
- 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

DETAILED ASSIGNMENT DESCRIPTIONS

1. Course participation

Contributing to class discussion and activities is vital. Each person brings a unique perspective based on personal experiences and family and community culture and this aids all students to gain knowledge and understanding about the course content. *See attached rubric.*

2. Field Observations

Each student is assigned to an elementary school classroom and is expected to conduct a series of targeted observations. You are expected to observe for a total of 15 hours for EDUC 543. You will hand in 1 ethnographic report and 6 anecdotal reports based on your field observation notes and data. *Refer to rubrics for scoring information.*

- All reports should begin with the following information as a **heading**:

Observer:

Date and Time of Observation:

Length of Observation:

School:

Grade Level:

Focus of Observation:

- Each observation should begin with an **introductory paragraph** that briefly explains the focus of the observation and refers to the relevant theorists, theories and course content.
- Each observation should conclude with a **conclusion/summary paragraph** in which you
 - 1) Interpret what you have observed by relating it to the assigned theory,
 - 2) Suggest implications for development in terms of the assigned theory, and
 - 3) Raise questions about what you have observed as it relates to the assigned theory,
 - 4) Identify diverse circumstances that may impact instruction and/or learning.

Each observation report should be double-spaced in 12-point font.
BE SURE TO PROOFREAD AND SPELL-CHECK YOUR WORK.

REQUIRED OBSERVATION REPORTS

Ethnographic report on classroom climate and culture (*1st observation in classroom*)

- Classroom organization, rules and expectations.
- Demographics (diversity) in the classroom.
- Consider which students would make good candidates for the case study assignment.

Anecdotal reports on observations of selected elementary student (case study child). Select a child who has a different cultural background from you.

1. Physical Development (*physical growth, eating habits, motor skills, physical activity, rest and sleep, health, socio-cultural/diversity factors*)
2. Cognitive Development:
 - (a) The theories of Piaget and Vygotsky (*stages of cognitive development, Piaget's conservation and seriation tasks, Vygotsky's self talk/inner speech, key ideas in both theories, socio-cultural/diversity factors*)
 - (b) Cognitive processes (*basic processes: attention, memory, thinking and reasoning; metacognition; socio-cultural/diversity factors*)
3. Affective Development

- (a) Emotional Development (*Erikson's theories, attachment, emotion, temperament and personality, socio-cultural/diversity factors*)
- (b) Social Development (*sense of self, social cognition, socio-cultural/diversity factors*).
- (c) Moral Development (*motivation, self regulation, Kohlberg's theory, interpersonal behaviors, moral reasoning, socio-cultural/diversity factors*).

Rubrics for rating are attached

3. Case Study comparison and presentation.

The purpose of the case study comparison is to investigate and understand how children within a grade level can differ developmentally and culturally. It will also focus understanding of how each school community can differ.

The project will be conducted collaboratively in groups by grade level and across school cohorts. Each group will prepare a presentation for the class describing and illustrating how the case study children are similar and different from each other within a chronological age group/grade level. The focus will be on (a) the three developmental domains, (b) the culture of each child, (c) the implications this has for teaching, and (d) the community and culture of the schools attended by the children. Reference must be made to class content. The presentation should make use of technology (power points, videos).

4. A Reflection on the Teaching Implications for the Child.

Demonstrate that you can assess students and plan developmentally and culturally appropriate learning experiences for them. **Support your conclusions with (a) theory and research from course content and (b) examples from your observations.**

The paper should be written in narrative form, single-sided, double-spaced, 12 point font. Use APA format.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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- 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.
- 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/>].

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Assignment Rubric Ethnographic Observation Report

Your observation report will be evaluated according to the following criteria:

Rating →	Distinguished: <i>understanding clear, convincing substantial evidence</i>	Proficient: <i>understanding clear adequate evidence</i>	Developing: <i>understanding vague limited evidence</i>	No evidence of understanding
Item ↓	4	3	2	1
Description of culture(s) in classroom including <ul style="list-style-type: none"> • children • teacher • classroom environment 	Vivid, packed with details that give reader picture & feeling for subject as if it had been experienced	Sufficient details to have a general picture and feeling for subject	Few details that only give a glimpse of a picture and feeling for the subject	Insufficient details to give any picture or feeling for the subject
Reflections on classroom culture and climate and effect on the children's learning and development	Reflections specifically make connections with information in readings and course content and discussions	Reflections specifically make connections with information in readings OR course content and discussions	Mentions some information in readings and/or course content and discussions	Does not refer to readings and/or course content and discussions
Addresses issues of differences from mainstream American culture.	Extensive and specific discussion of socio-cultural/diversity implications for development and learning.	Complete discussion of socio-cultural/diversity implications for development and learning.	Limited discussion of socio-cultural /diversity implications for development and learning.	No discussion of socio-cultural/diversity implications for development or learning.
Professionally written paper	a) Focus of paper described, b) Narrative is organized and coherent, c) Conclusion creates complete picture of what was observed relating to assignment, d) Grammatical correctness and proofreading evident	75% of original criteria evident	50% of original criteria evident	less than 50% of original criteria evident

Total points from rubric _____

Assignment rating ____/4

**Assignment Rubric
Child Development Anecdotal Observation Report**

Your observation report will be evaluated according to the following criteria:

Rating → Item ↓	Distinguished: <i>understanding clear, convincing substantial evidence</i> 4	Proficient: <i>understanding clear, adequate evidence</i> 3	Developing: <i>understanding vague, limited evidence</i> 2	No evidence of understanding 1
Description of child with reference to his/her (a) <u>development in the focus domain (physical, cognitive, affective)</u> and (b) <u>socio-cultural background.</u>	Comprehensive and in depth; vivid, packed with details that give reader picture & feeling for subject as if it had been experienced;	Comprehensive; Sufficient details to have a general picture and feeling for subject	Incomplete; omits information; only gives a glimpse of a picture and feeling for the subject;	Omits many elements; insufficient details to give any picture or feeling for the subject
Discussion of child's development in the focus domain (physical, cognitive, affective).	Makes detailed connections with relevant child development theory in both readings and class content and discussions	Makes general connections with relevant aspects of child development theory in readings and/or class content and discussions	Briefly refers to relevant child development theory in readings and/or class content and discussions	Does not refer to readings and/or class content and discussions
Addresses how child's socio-cultural context and differences can affect development and/or learning.	Extensive and specific discussion of socio-cultural/diversity implications.	Full discussion of socio-cultural/diversity implications.	Limited discussion of socio-cultural/diversity implications.	No discussion of socio-cultural/diversity implications.
Professionally written paper	a) Focus of paper described, b) Narrative is organized and coherent, c) Conclusion creates complete picture of what was observed relating to assignment, d) Grammatical correctness and proofreading evident	75% of original criteria evident	50% of original criteria evident	less than 50% of original criteria evident

Total points from rubric: _____

Assignment rating: ____/4

Assignment Rubric

Teaching Implications Report

Rating → Item ↓	Distinguished: <i>understanding clear, convincing substantial evidence</i> 4	Proficient: <i>understanding clear, adequate evidence</i> 3	Developing: <i>understanding vague, limited evidence</i> 2	No evidence of understanding 1
Description of implications for teaching with reference to child's development, sociocultural background & differences.	Comprehensive and in depth; vivid, packed with details.	Comprehensive; Sufficient details to have a general picture and feeling for subject	Incomplete; omits information; only gives a glimpse of a picture and feeling for the subject;	Omits many elements; insufficient details to give any picture or feeling for the subject
Demonstrates understanding that children aged 4-12 differ in their development.	Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher	Does not show understanding or knowledge of how and why children differ in their development.
Demonstrates understanding that children aged 4-12 differ in their approaches to learning.	Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.
Demonstrates understanding of how the child's socio-cultural context can affect learning	Extensive and specific discussion of socio-cultural implications for learning with particular reference to the child, and theory & research.	Full discussion of socio-cultural implications for learning with general reference to the child, and theory & research.	Limited discussion of socio-cultural implications for learning and little reference to child, and theory & research.	No discussion of socio-cultural implications for learning.
Professionally written paper	a) Narrative is organized and coherent, b)Grammatically correct; proofread	75% of original criteria evident	50% of original criteria evident	less than 50% of original criteria evident

Total points from rubric: _____

Assignment rating: ____/4

GRADING/EVALUATION RUBRIC for PARTICIPATION

If you miss more than one class, you will not have been involved in sufficient class discussion about ideas, concepts, and attitudes to meet the requirements of the course. It is also important for students to be on time and to stay for the entire class session in order to participate adequately.

Criteria #1: The student's participation in class sessions.

A (4)	B (3)	C (2)	D (1)
100% participation (except for excused absence) with no late arrivals or early departures	100% participation (except for excused absence) with few late arrivals or early departures	Less than 100% participation but more than 80% (except for excused absence) OR with numerous late arrivals or early departures	Any class participation less than 80%

Criteria #2: The student fully participates in readings, class discussions, group work, presentations and other learning activities.

A (4)	B (3)	C (2)	D (1)
On-time preparation of all assignments; high level of involvement in class activities demonstrating initiative and depth of thought. Generates ideas.	Demonstrates comprehensive preparation and completion of all assignments (but not necessarily on-time); high level of involvement in class activities.	Less than comprehensive preparation evidenced, but more than minimal; basic level of participation in learning activities etc.	Minimal preparation and participation in learning activities evident.

Criteria #3: The student exemplifies a professional attitude as a teaching license candidate.

A (4)	B (3)	C (2)	D (1)
Comments in class clearly indicate a high-level attention to readings, discussions, and class activities and depth of thought.	Comments in class clearly indicate at least marginal attention to readings, discussions, and class activities and depth of thought.	Comments in class derived from only two or three of the indicated resources, or are exclusively from personal experience and depth of thought is lacking.	Comments in class are derived from one or none of the indicated resources, or comments are not made and thoughts and ideas are shallow or non-existent.

Basic requirements are not met: F = 0

Total rating: _____ Rating average: _____ Grade: _____

Schedule for Class Content and Assignments

Date	Topic	Readings	Assignments Due
Week 1 Wed. Sept. 5	<p>Course overview. Who are we? Concept of culture</p> <p>Basic issues and theories in child development</p> <p>Principles, analysis and conduct of developmental research.</p>	<p>Yardsticks: Developmental Consideration spp. 11 – 37; Broad Guidelines pp.39 – 44.</p> <p><i>McDevitt & Ormrod, Chapters 1 and 2</i></p> <p><i>NAEYC Guidelines for developmentally appropriate practice</i> http://www.naeyc.org/positionstatements/dap</p>	
Week 2 Wed, Sept 12	<p>Family, culture and community</p> <p>Biological beginnings.</p> <p>Physical development, brain, development, well-being.</p>	<i>McDevitt & Ormrod, Chapters 3, 4 and 5</i>	<p>Cultural self study</p> <p>Ethnographic report</p>
Week 3 Wed, Sept 19	<p>Cognitive development theories: Piaget and Vygotsky.</p> <p>Cognitive processes</p>	<p><i>McDevitt & Ormrod, Chapter 6</i></p> <p><i>McDevitt & Ormrod, Chapter 7</i></p>	Anecdotal observation #1: physical development
Week 4 Wed, Sept 26	<p>Emotional development: Erikson’s theory</p> <p>Social development: Sense of self, Social cognition, and Interpersonal behaviors</p>	<p><i>McDevitt & Ormrod, Chapter 11</i></p> <p><i>McDevitt & Ormrod, Chapter 12</i></p>	<p>Anecdotal observation #2a), Cognitive dev. a) Piaget, Vygotsky</p> <p>Anecdotal observation #2b) Cognitive dev. b) Information processing</p>
Week 5 Wed, Oct 3	<p>Motivation, Self regulation and Moral development</p> <p>Issues about intelligence:</p>	<p><i>McDevitt & Ormrod, Chapter 13 and 14</i></p> <p><i>McDevitt & Ormrod, Chapter 8</i></p>	<p>Anecdotal observation #3: a) Emotional development</p> <p>Anecdotal observation #3 b) self and social development</p>
Week 7 Wed, Oct 10	<p>Language development</p> <p>Academic domains: reading, writing, math, science, history, geography, art, music</p>	<p><i>McDevitt & Ormrod, Chapter 9</i></p> <p><i>McDevitt & Ormrod, Chapter 10</i></p>	Anecdotal observation #3: c) Moral development
Week 8 Wed, Oct 17	<p>Peers, schools and society: Developmental aspects</p> <p>Case study comparison group work</p>	<p><i>McDevitt & Ormrod, Chapter 15</i></p> <p>Yardsticks: the relevant chapters.</p>	Teaching implications paper