

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

EDCI 544 Section 003
Curriculum and Methods of Teaching in Elementary Education
3 credits/Spring 2015 (January 26 – May 4)
7:20–10:00 pm/Mondays
ROB B 218

Professor: Dr. Audra Parker

Office Hours: By appointment; Skype appointments can also be made (**skype ID:** audraparker)

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COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education graduate program; must be taken in programmatic sequence.

B. **University Catalog Course Description:** Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

C. **Expanded Course Description:** N/A

D. This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section.

LEARNER OUTCOMES:

This course is designed to enable students 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 1, 2, 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 1, 3, 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 3)
- f) Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6)
- 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 8)

- 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 1, 2, 3, 4, 8)
- 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)

PROFESSIONAL STANDARDS:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 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.
- **Standard 2.7: Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 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
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—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 environments
- **Standard 3.5 Communication to foster collaboration**—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.
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

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

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE--**Teachers use technology to enhance their productivity and professional practice in the following ways: 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

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** 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 instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

REQUIRED TEXTS:

Weinstein, C. S. and Romano, M. (2014). Elementary classroom management: Lessons from research and practice (6th edition). Upper Saddle River, NJ: Pearson Education, Inc.

Dell’Olio, J.M. & Donk, T. (2007). *Models of teaching: Connecting student learning with standards*. Thousand Oaks, CA: Sage Publications.

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

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions

Weekly Reflections (3 pts. per week/42 pts. total)

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, it is expected that you complete the following each week:

- a. You will **analyze the readings in terms of your prior learning, personal experiences, field experiences, and other course content** and record these responses in your journal in a 4-row chart (*4pts/week*). Your reflection should:
 - follow the format (I thought/remember...In the field...I believe...A connection I can make is...)
 - be completed before the class period begins.
 - include the date/chapters in heading and page numbers with each prompt
 - be brief, yet thoughtful, and demonstrate genuine consideration of the text (1/2-1 page total)
 - be accessible during each class session.

- b. You will be required to **locate at least 1 quality Internet resource** (i.e. websites, organizational and personal blogs, etc.) related to the readings each week. These will be shared with your peers in a resource/platform that we determine in class collaboratively (*1 pt/week*).

Post Class Thoughts (3 pts. per week/36 pts. total)

At the end of each class, you are expected to complete a brief description of your post class thoughts. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

Attendance and Participation Expectations (3 pts. per week/42 pts. total)

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 **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to

participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Classroom Tour (20 points)

You will take us on a 2-3 minute video tour of your classroom. Your video will be descriptive only. Include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc... You will then upload the video to your grade level group in Edthena. You will first analyze your own classroom using the comments tool in Edthena. **Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.** You will then comment on each of the videos posted by peers in your grade level group.

Physical Activity Report

Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- 1) Analyze and summarize the findings based on their knowledge of learner development.
- 2) Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- 3) Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

Lesson Plans (30 pts. each/90 pts. total)

You will write three lesson plans using the GMU lesson plan format provided in class. After studying of the Virginia Standards of Learning curriculum used in Virginia public schools, you will collaborate with your classroom teacher to plan and teach three lessons. Consider the following when completing this assignment:

- 1) The three lessons can be in any content area and can be small group or whole group.
- 2) Bring your work on your lessons to class each week; we will collaboratively review and revise our plans in teams in our class.
- 3) Submit a draft of your lesson at least 48 hours prior to it being taught.
- 4) Video each lesson and upload the video and your lesson plan to Edthena.
- 5) Review your video and comment on your teaching.
- 6) Comment on the videos of your grade level group members.
- 7) As a summative activity, review the comments received on each of your videos, as well as your own comments. Write a one page overall reflection on the planning/instructional experience. Consider your strengths and areas of

growth as you reflect. Submit this via Blackboard Assignments on the due date.

Field Observation Reports –PBA (20 points each/60 points total)

This assignment will be the designated PBA for the course.

Students will observe in PDS network schools throughout the semester. There are specific observations to complete related to management and instruction. These observations will then be compiled into a single report. **Reflections and citations with connections to course readings will be required.** The specific observations and items to observe will be reviewed in class but will include:

- Context and classroom description
- Two lesson observations of the teacher (one each on mathematics, social studies, or science)
- Two observations of the teacher 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*)

2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Percentage</i>	<i>Due Date</i>
A-I	Reflections & Resources Blog	42 points	10%	Weekly
A-I	Weekly Participation	<u>42 points</u>	<u>5 %</u>	Weekly
A-I	Weekly Post Class Thoughts	<u>36 points</u>	<u>5%</u>	Weekly
A, E	Classroom Tour	<u>20 points</u>	<u>10%</u>	Feb 16
A, B	Physical Activity Tracking*	<u>20 points</u>	<u>10%</u>	
B, C, G, H, I	Lesson Plans	(30 pts each/ 90 pts total)	30% total	May 5
A-I	Field Observation Reports*	(20 pts each/ 60 pts total)	30%	April 13

*Designated performance-based assessment

3. GRADING POLICIES

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

**Remember: A course grade less than B requires that you retake the course.*

4. OTHER EXPECTATIONS

- All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the syllabus (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Taskstream** as well as by hard copy in class.
- **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

5. Performance-based assessments

- *Field Observation Reports.*
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:
 - i. Context and description of the classroom
 - ii. Two lesson observations (one each on mathematics, social studies, or science),
 - iii. Two observations 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*).
- *Physical Activity Report*
Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- i. Analyze and summarize the findings based on their knowledge of learner development.
- ii. Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- iii. Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 544: Field Observation Reports and Physical Activity Report) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- 1) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 3) 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.
- 4) 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/>].
- 5) 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/>].
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) 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/>].
- 8) Students are expected to exhibit professional behaviors and dispositions at all times.

http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

- 9) Core Values Commitment □ The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
<http://cehd.gmu.edu/values/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the

school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

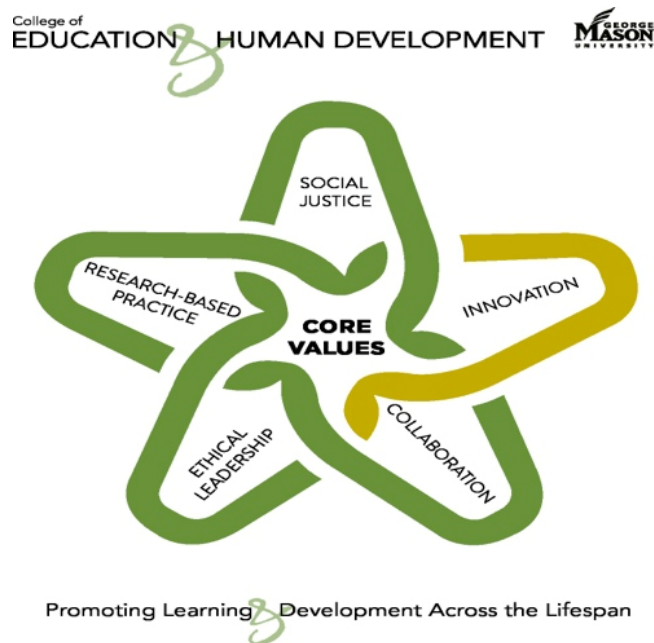
Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

COURSE SCHEDULE

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

DATE	Topic/Guiding Questions	Assignments Due
Class One January 26	<p>Introduction to Management and Instruction</p> <ul style="list-style-type: none"> • What is classroom management and how is it different than discipline? • What will I teach and why? • How are management and planning connected? 	<p>READINGS: D'O: Ch. 1 WR: Ch. 1</p>
Class Two February 2	<p>Philosophies of Management and Instruction Classroom Design</p> <ul style="list-style-type: none"> • What are my beliefs about how to manage young children? • What are my beliefs about how to teach? About how children learn? • How does my classroom reflect my philosophies of management and instruction? • <i>Bring bulleted list of beliefs to class</i> 	<p>READINGS: D'O: Ch. 2 WR: Ch. 2 Bb: Behavior Theorists Readings</p> <p>DUE: Reflection/Resource</p>
Class Three February 9	<p>Building Blocks of Management and Instruction</p> <ul style="list-style-type: none"> • What do I know about my students' physical, psychological, and social developmental needs? What is the impact of this on instruction and management? • How do I build community in our classroom? • How do I get to know my students? • How do I create meaningful instructional objectives? 	<p>READINGS: WR: Ch. 3 & 4 Bb: Writing Objectives; Review Yardsticks chapters for age range; Physical activity reading</p> <p>DUE: Reflection/Resource</p>
Class Four February 16 *Online	<p>Principles of Direct Instruction</p> <ul style="list-style-type: none"> • What are the key elements of direct instruction and how do I use them to plan an effective lesson? 	<p>READINGS: O'D: Ch. 4</p> <p>DUE: Reflection/Resource Classroom Tour</p>
Class Five February 23	<p>Managing Instruction</p> <ul style="list-style-type: none"> • What are the key elements of direct instruction and how do I use them to plan an effective lesson? • How do I maximize instructional time? • How do I manage independent work to maximize learning? 	<p>READINGS: WR: Ch. 8 & 10</p> <p>DUE: Reflection/Resource</p>

Class Six March 2 *Online	Differentiating Management and Instruction <ul style="list-style-type: none"> • What are the key elements of direct instruction and how do I use them to plan an effective lesson? • How do I meet the needs of all learners in my class? • How do I design instruction that incorporates auditory, visual, tactile, and kinesthetic learner modalities? • What are modifications and accommodations? 	READINGS: WR: Ch. 6 Bb readings: Incorporating movement into lessons DUE: Reflection/Resource
March 9	SPRING BREAK	
Class Seven March 16	Setting Behavioral Expectations Models of Instruction: Concept Attainment <ul style="list-style-type: none"> • How do I set expectations for student behavior? • What are the key elements of concept attainment and how do I use them to plan an effective lesson? 	READINGS: D'O: Ch. 5 WR: Ch. 5 DUE: Reflection/Resource
Class Eight March 23	Principles of Motivation Models of Instruction: Inquiry <ul style="list-style-type: none"> • How do I motivate students? • What are the key elements of inquiry and how do I use them to plan an effective lesson? 	READINGS: D'O: Ch. 11 WR: Ch. 9 DUE: Reflection/Resource
Class Nine March 30	Responding to Inappropriate Behaviors Models of Instruction: Reciprocal Teaching <ul style="list-style-type: none"> • What are the key elements of reciprocal teaching and how do I use them to plan an effective lesson? • How can I proactively prevent misbehaviors and respond to inappropriate behaviors if they occur? 	READINGS: D'O: Ch. 7 WR: Ch. 12 DUE: Reflection/Resource
Class Ten April 6	Planning and Managing Group Instruction <ul style="list-style-type: none"> • What are the key elements of group instruction and how do I use them to plan an effective lesson? • How do I manage group work? 	READINGS: D'O: Ch. 9 WR: Ch. 11 DUE: Reflection/Resource
Class Eleven April	Responding to Violence Models of Instruction: Inductive	READINGS: D'O: Ch. 6 WR: Ch. 13

<p>13</p>	<ul style="list-style-type: none"> • What are the key elements of inductive instruction and how do I use them to plan an effective lesson? • How do I respond to potentially volatile situations? 	<p>DUE: Reflection/Resource PBA</p>
<p>Class Twelve</p> <p>April 20</p>	<p>Models of Instruction: QAR Working with Families</p> <ul style="list-style-type: none"> • What are the key elements of QAR and how do I use them to plan an effective lesson? • How do I proactively plan for engaging families in the classroom? 	<p>READINGS: D'O: Ch. 8 WR: Ch. 7</p> <p>DUE: Reflection/Resource</p>
<p>Class Thirteen</p> <p>April 27</p>	<p>Models of Instruction: Role Plays, Simulations and Synectics</p> <ul style="list-style-type: none"> • What are the key elements of role plays, simulations, and synectics and how do I use them to plan an effective lesson? 	<p>READINGS: D'O: Ch. 10 & 12 Bb reading</p> <p>DUE: Reflection/Resource</p>
<p>Class Fourteen</p> <p>May 4</p>	<p>Putting it All Together</p> <ul style="list-style-type: none"> • What are my beliefs about how to manage young children? • What are my beliefs about how to teach? About how children learn? • How are management and planning connected? • <i>Bring bulleted list of beliefs to class</i> 	<p>READINGS: TBD</p> <p>DUE: Reflection/Resource Lesson Plans/Reflections</p>

ASSIGNMENT DETAILS
EDCI 544

Items to accomplish in field experience (*information for your classroom teacher*)

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

- Three lessons to plan/teach and debrief
- Video tour/Edthena
- Field observation reports
 - This assignment will be the designated PBA for the course.
 - Context and description of the classroom
 - Two lesson observations (one each on mathematics, social studies, or science),
 - Observations of management (macro view of the classroom's *routines and rules* and micro view of *behavior management and guidance strategies for students*).

**It is suggested that you share the Course Outline with your cooperating teacher so they can give you suggestions for resources, units, and available technology, especially for the lesson plans.

Lesson Plan Rubric

Purpose: This assignment will provide students with practice in selecting appropriate state standards, designing an objective, and then creating a lesson plan to implement the standards and teach to the objective.

Procedure: In collaboration with your teacher, you will identify subject content and an SOL (or portion of an SOL) for which you will design a lesson. You will use the GMU elementary lesson plan format.

ASSESSMENT RUBRIC

Evaluation Criteria	Rating
Plan includes state standards and shows consistency between standards, objective, procedures and assessment.	
Objective is clearly stated in terms of observable student outcomes.	
Procedures include an introduction, appropriate instructional strategies, checking for understanding, higher level questioning and a closure. Plan is appropriate to the purpose of content area (inquiry, discovery, discussion, role play, simulation, direct instruction, cooperative learning, and/or integration). All activities are relevant, engaging, and motivating for students, and all aspects of the plan are developmentally appropriate. Content is accurate.	
Procedures are clearly outlined, detailed, and scripted.	
Assessment shows evidence of student learning in relation to the objective.	
Plan considers the diverse needs of the student learners in the classroom.	
Video is uploaded. Overall reflection shows deep, thoughtful analysis of the planning process, lesson's strengths and weaknesses and ideas for improvement. Comments/questions are posted to others' videos.	
AVERAGE RATING	

Each criterion will be rated according to the following general rating scale:

- 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**

Final 1 page reflection: 6 points

You will write an overall summary reflection of your teaching experiences across the three lessons. Your reflection demonstrates a deep, thoughtful analysis of the planning and instructional process, describes your overall strengths and weaknesses, and suggests goals for upcoming experiences.

PBA: Field Observation Reports and Reflections

Purpose:

- to observe how curriculum and management happen in the elementary grades;
- to gain practice in recognizing management strategies in all aspects of a classroom;
- to consider various aspects of teaching such as strategies, grouping, student involvement and assessment;
- to think about teaching in relation to students, the purposes of education;
- to practice analyzing the strengths and weaknesses of a lesson
- to analyze the role of physical activity, its impact on instruction, the ways in which it is/can be built into the school day

Field Observation Reports

You are expected to observe for a total of 15 hours for EDCI 544 in your assigned Mason Elementary PDS school site. During this time, each student will collect information on (a) the classroom environment, (b) instruction/lessons, and (c) classroom management. These will then be compiled and reflections (with citations/references) will be added for each. The specific topics and items on which to report will include:

Part 1: Demographic information and classroom context (1-2 pages)

- Include teacher expectations/teaching style
- Describe the myriad learner differences present in the classroom and give specific examples of how teacher responds to/accommodates for these; a specific description of the ways in which physical activity is included in the school day should also be included
- Analyze the effectiveness/appropriateness of style and context. Makes explicit connections to the course readings/content.

Part 2: Summary description of formal observation of two lessons (social studies, math, and/or science) (6-8 pages). For each lesson,

- Complete the lesson observation form.
- Analyze the lesson and consider
 - the overall effectiveness of the lesson
 - how aspects of the lesson (both curriculum and instruction) met the diverse needs of the students and/or offers suggestions in instances when the lesson did not appear to meet the diverse needs of learners.
 - how the lesson incorporates auditory, visual, and tactile/kinesthetic modalities and physical activities
 - assessment strategies used in the lesson and rationale/appropriateness of these choices for diverse learners.
- Make explicit connections to the course readings/content.

Part 3: Summary of both macro (classroom's routines and rules) and micro management issues (individual students' behavior management and guidance strategies) (3-4 pages).

- Complete the macro and micro management observation forms
- Analyze the overall philosophical approach to management in the classroom.
 - Provides examples of particularly effective aspects and why these are successful.
 - Describe any ineffective aspects and possible changes to improve these.

- Describe motivational approaches and strategies for dealing with misbehaviors. Critiques pros/cons of each.
- Make explicit connections to the course readings/content.

Please discuss these with your teacher early (NOW) in the semester so you can plan with him/her.

LESSON OBSERVATION FORM

(Completed twice and included in your final draft of the PBA)

Based on the lesson observation and other observations in the classroom, describe what you observe in each of the areas listed below. Use rich, detailed descriptions.

Objective

What was the objective/outcome? How did the teacher inform the students about it?

Materials and Products

What materials were needed? Materials? Books? Charts? Student work/products? Technology?

Procedures

How did the teacher proceed with the lesson? How did the teacher make a link with prior learning? How did the teacher engage students' interest (hook)?

Which instructional strategies/activities did you identify?

How did the teacher incorporate modalities and physical activity into the lesson?

How did the teacher conclude the lesson?

How did the teacher assess learning both formally and informally throughout the lesson? Were formal assessments conducted, and if so, what type?

How did the teacher differentiate for different learning needs?

Instructional Orientation

What evidence of the key instructional orientations did you see?

Inquiry? Discovery learning? Role Playing? Simulation? Critical Thinking? Cooperative learning? Contracts for independent learning? Learning centers?

What instructional strategies, learning theories, and/or instructional models used in the lesson?

Grouping Practices

What evidence of varied grouping practices do you see?

Whole Group Instruction? Small Group Instruction? Pair Work? Individual Work?

Teacher Activities

What evidence of the teacher's roles do you see? Teacher as coach/facilitator? Teacher as information provider? Giver of feedback during instruction?

Diversity

What evidence of addressing student diversity do you see?

Cognitive, physical, social, emotional diversity?

Cultural (ethnic, religious) diversity?

Linguistic diversity? Gender diversity? Learning styles?

What else do you see that is important to teaching elementary students?

CLASSROOM MANAGEMENT OBSERVATION FORM
(Macro-level)
(Included in your final draft of the PBA)

Use during several observation visits to collect information/data in each of the areas listed below.
Use rich, detailed descriptions.

Routines and Procedures:

- Classroom Routines (administrative, movement, housekeeping, lineup)
- Lesson Routines (finished work, early finishers)
- Interaction Routines (talk, responding to questions)

Transitions

- Within the lesson and between lessons
- Transitions into and out of the classroom

Classroom Management

- Philosophy
- Norms
- Rules and expectations
- Consequences
- Rewards (extrinsic, intrinsic)

CLASSROOM MANAGEMENT OBSERVATION FORM
(Micro-management strategies)
(Included in your final draft of the PBA)

Use during several observation visits to collect information/data in each of the areas listed below.
Use rich, detailed descriptions.

In working with individual students, note examples of the following

Motivation:

- Providing reinforcement or reward; use of behavior contracts
- Using praise and encouragement
- Proactive management strategies to redirect or head off misbehaviors

Providing explanations

Offering assistance

Accepting diversity/differences

Addressing minor misbehaviors

- Use of consequences
- Withitness, scanning, voice inflection, proximity, movement, non-verbal cues
- Verbal cues (use of name, rule reminder)

Addressing more serious misbehaviors

- Use of behavior contracts
- Warning, incentive, loss of privilege, punishment

Field Observation Reports PBA Rubric

Name: _____

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
INTASC 1, 2, 3, 9 ACEI 2.7, 3.2, 5.1 Context, including learners and their differences, teacher style, layout of classroom, opportunities for physical activity	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.
INTASC 1-9; ACEI 1, 2.7, 3.2, 3.3, 3.4, 4.0, 5.1 (meeting diverse needs, instructional strategies, planning, assessment, modalities, movement) Lesson 1	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.
INTASC 1-9 ACEI 1, 2.7, 3.2, 3.3, 3.4, 4.0, 5.1 (meeting diverse needs, instructional strategies, planning, assessment, modalities, movement) Lesson 2	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.
INTASC 1, 2, 3, 9 ACEI 1, 3.4, 3.5, 5.1	Failed to identify or describe	Identified some routines and rules. Failed to give adequate	Identified rules and routines. Gave examples. Comprehensive	Clearly identified routines and rules with detailed examples and in

Macro Management (routines and rules, philosophy, motivation)	required rules and routines	examples and reflections. Minimal connections to course content.	reflections. General connections to course content.	depth reflections. Specific connections to course content.
INTASC 1, 2, 3, 9 ACEI 1, 3.4, 3.5, 5.1 Micro Management (individual student management; motivation)	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.

Total:

Average:

Physical Activity Report PBA Rubric

- *Physical Activity Report*

Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- iv. Analyze and summarize the findings based on their knowledge of learner development.
- v. Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- vi. Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

Name: _____

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
INTASC 1 ACEI 1, 2.7 Chart of findings and descriptive summary	Limited description and analysis of findings; missing chart or summary	Summary is a minimal description, analysis is limited; chart of findings is lacking all information.	Chart is complete; summary adequately describes the key findings; some analysis of findings is included with general connections to course content.	Thorough analysis of findings with detailed summary; includes specific connections to course content; chart is thorough and complete;
INTASC 1, 3, 7 ACEI 1, 2.7 Implications of findings for planning and management	Limited description of implications for planning and management; one or more components are missing	Summary of implications for both planning and instruction are minimal.	Summary adequately describes implications for planning and instruction; includes general connections to course content.	Summary thoroughly describes implications for planning and instruction; includes specific connections to course content.
INTASC 1, 4, 5, 10 ACEI 1, 2.7 Activities for fostering healthy lifestyle	Limited and superficial activities that are not connected to findings or course content	Some activities are included but they are limited in scope and connectedness to course content.	Activities included are age appropriate and meet goals of fostering healthy lifestyles. General connections to course content are included.	A variety of age-appropriate activities are included and meet goals of fostering healthy lifestyles. Specific connections to course content are included.

Total:

Average:

