George Mason University
College of Education and Human Development
Elementary Education

EDUC 543_A01: Children, Family, Culture, and Schools, Ages 4-12
Fall 2016 (August 29th – December 12th) **/3 credits**
Mondays – 10:30am -1:10 pm
Online – 2 1/2 hours weekly (combined with EDUC 542)
Thompson Hall 1020 – Fairfax Campus

Professor: Dr. Betsy Levine Brown
Office Hours: By appointment; Skype appointments can also be made
(**skype ID:** betsylevinebrownwork)
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Office Phone: (703)-993-5345* (*use cell number provided in class)
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COURSE DESCRIPTION
A. **Prerequisites:** Admission to Elementary Education licensure program
B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
C. **Expanded Course Description:** N/A
D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.
E. **Course Delivery Method:** Blended with EDUC 542, Foundations in Education, this course will be delivered face-to-face (50%) and online (50%) using Collaborate and our Blackboard learning management system housed in the MyMason portal. For our online work, you will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Sunday evenings by 10:00pm.

Teacher candidates completing EDUC 543 will be able to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify 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. read and reflect upon 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. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

STANDARDS

PROFESSIONAL STANDARDS:
National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. 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.
2. 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.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International 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.

5.1 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; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

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.

InTASC Standards
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 #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.

8 VAC 20-25-30. Technology standards
    A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
    B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
    C. Instructional personnel shall be able to apply computer productivity tools for professional use.
    D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF COURSE DELIVERY

This course is structured to use 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. These courses require 15 hours of field experience.

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see http://itusupport.gmu.edu or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements.
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Required Texts

Slavin, R. E. (2015). *Educational psychology: Theory and practice (11th ed.)*. Boston, MA: Pearson.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14 (3rd ed.)*. Turners Fall, MA: Northeast Foundation for Children.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

COURSE ASSIGNMENTS & EVALUATIONS

1. **Assignment Descriptions**

   Weekly

   a. **Attendance and Participation** (5 points per week/**70 points 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. This is especially important given the short timeframe of these courses. 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.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, 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.

   b. *Literature Circle (20 points total)*
   There is a good deal of reading in these courses, 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, we will use literature circles to frame our weekly discussions of the readings. Each week, you will assume one of the

literature circle roles (on BB) and record your responses accordingly in your literature circle journal online. Beyond small group discussion on the reading, you will also post your thoughts to our course discussion page for all classmates to review and reflect upon. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

c. Exit Tickets *(3 points per week/***30 points total***)*

At the end of each class, you will complete an exit ticket that details how your meaning making for the course content and your application of the course content to your field-based observations changed/evolved given our readings/discussions. 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.

Over the Semester

d. Community Mapping Activity *(30 points total)*

In your field hours school groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of factors that influence students' daily school experiences. As you work with your field hours school groups at Colin Powell Elementary School, you will create a brief presentation (10-16 minutes max) that introduces us to the following aspects of your school:

1) a visual tour of both your school and the surrounding community
2) school description/demographics
3) community description/demographics
4) aspects of your school that make it unique
5) intersection of course readings/discussions with your school experiences

The presentation can take any format that your group prefers! Be creative☺. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum.

f. Observation Reports *(50 points total)* – **PBA**

As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student's key developmental capacities that may influence his/her learning as well as your teaching practice. You will observe a child's physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student's developmental needs. Second, you build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom setting. Additionally, you will document how the teacher considers the observed student's familial and cultural influences. *A detailed task description and rubric is attached. Write-ups of your observation reports will include the following:

1. **Heading**: Observer name, Grade level, teacher, Focus of observation

2. **Ethnographic report** on classroom climate and culture *(**Built from community mapping project**)*
      Topics to cover:

> ➢ *The learning environment: teacher's organization, rules and expectations, etc.*
> ➢ *Student demographics*
> ➢ *How the teacher uses developmental information to organize and prepare the learning environment*

3. **Anecdotal reports** on observations of <u>one</u> selected elementary student. Select a child who has a different cultural background from you.
   Topics to cover:
   ➢ *Physical Development (physical growth, eating habits, physical activity, rest and sleep, health)*
   ➢ *Cognitive Development: (stage of cognitive development according to Piaget, Vygotsky's socio-cultural theory, self-talk/inner speech, socio-cultural/diversity factors; cognitive processes such as, attention, memory, thinking and reasoning, metacognition)*
   ➢ *Affective Development (Emotional Development: Erikson's identity theory, emotion, temperament and personality); (Social Development: sense of self, social cognitions, self esteem, perspective taking, peer interactions, self regulation, interpersonal behaviors); (Moral Development: intrinsic and extrinsic motivation, Kohlberg's theory, moral reasoning)*

4. **Compare and Reflect:** Compare your observation reports with a field hours school group member. Identify similarities and differences across reports. Investigate and reflect on how children within a similar grade (and even classroom) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will address these developmental similarities and differences in your classroom. Prepare a 2-3 page written report on this comparison and reflection.

2. **Assignment Points and Grading**

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Attendance and Participation	70 points	Weekly
1, 2, 3, 4, 5	Literature Circles	20 points	Weekly
1, 2, 3, 4, 5	Exit Tickets	30 points	Weekly
1, 2, 5,	Community Mapping Activity	30 points	6/6
1, 2, 3, 4, 5	Observation Reports	50 points	6/22
		200 points*	

Grading Criteria (by points)

194-200	A+	167-174	B
186-193	A	159-166	B-
179-185	A-	140-158	C
175-178	B+	Below 139	F

**Remember: A course grade C or less requires that you retake the course.

Grading Policy

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu

3. **Other Assignment Expectations**

- All written assignments **MUST** be **double-spaced, 1" margins and black, 12-point font** (Times New Roman, Calibri or Arial). **APA format is required.** If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: https://owl.english.purdue.edu/owl/resource/560/01/.

- 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.

  *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 course calendar (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Blackboard** and **Tk20**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_ReflectivePractitionerPaper**)

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

4. **Performance-based assessments (PBA*)**

As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student's key developmental capacities that may influence his/her learning as well as your teaching practice. You will observe a child's physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student's developmental needs. Second, you build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom setting. Additionally, you will document how the teacher considers the observed student's familial and cultural influences. *A detailed task description and rubric is attached. This assignment must be submitted through the TK20 system.

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) to Tk20 through *'Assessments'* in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

Policies

1) Students must adhere to the guidelines of the University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
2) Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
3) Students are responsible for the content of university communications sent to their Mason 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) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor.
5) Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

1) Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu.
2) 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/].
3) 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/].
4) The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. [See http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf].

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website http://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 emergency.gmu.edu.

CORE VALUES COMMITMENT

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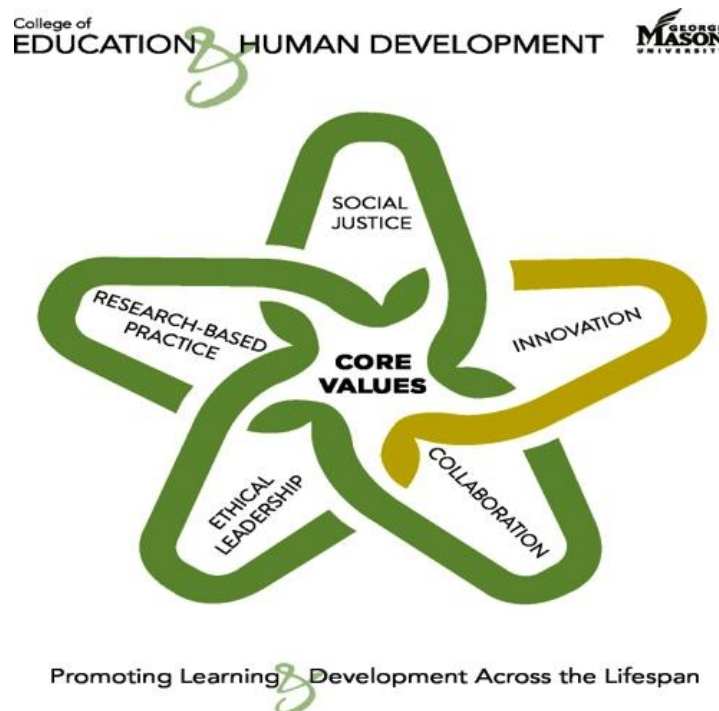
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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

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)

TENTATIVE CLASS SCHEDULE

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

Date	Guiding Questions/Topics	Readings	Assignment *(due on the noted date)*
Monday, August 29	*Getting to know each other!* Who are we as individuals?	Syllabus Review **Reading Uploaded to Blackboard** Willing to Be Disturbed	Read syllabus and assigned readings Complete student information form
August 29-September 2 *Online Work*	*Getting to know each other!* *How does educational psychology pertain to my work as an elementary teacher?* What does *foundations of education* mean?	Online modules for APA and Honor Code Kozol, Chapter 1 & 2 Slavin Chapter 1	Exit Ticket: **Introduce yourself to classmates. Post by Sunday, September 6th at 7:00 pm.**
Monday, September 5	**Labor Day – No Class**		
September 5 – September 9 *Online Work*	*Who are we as future teachers?* *How do we organize to best serve our students and our profession?*	Spring, Ch 10 Big Lies: Ch. 7	Literature circle discussion Exit Slip
Monday, September 12	*Why is the ecological model of development relevant for schools, teaching and student learning?* *Who are our students and how are they different from/alike each other, us, and peers from decades past?* **Considering Race, Gender, and Special Needs*	**Reading Uploaded to Blackboard** Bronfenbrenner (1994) – read directions posted to know what sections of the article to read Ecological Model Handout Spring, Ch. 5 Kozol, Ch. 3	Educational History Paper

	How do I access research from George Mason's library databases?		
September 12 – September 16 *Online Work*	*Who are our students and how are they different from/alike each other, us, and peers from decades past?* **Considering Global migration and Poverty*	Spring, Ch. 6 Big Lies, Ch. 1 Kozol, Ch. 4	Literature circle discussion Exit Slip
Monday, September 19 **(At West Lawn Elementary School 8-1:30)**	*What does it mean to become a partner with families?* *How will you develop home-school partnerships?* *What are the purposes of school?* **Considering historical/political/social*	**Readings Uploaded to Blackboard** Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator Making Rounds Work Spring, Ch. 1 & 2	
Monday, September 26 **(At West Lawn Elementary School 8-1:30)**	*What is culture? What are our personal biases of culture?* *What are the purposes of school?* **Considering economic*	**Readings Uploaded to Blackboard** Towards A Conception of Culturally Responsive Classroom But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy Kozol, Ch. 5	Current Events Group A Presentation
September 26 – September 30 *Online Work*	*What are the purposes of school?* **Considering economic*	Big Lies, Ch. 10 Spring, Ch. 4	Literature circle discussion Exit Ticket

Monday, October 3 (Guest Lecturer)	*How might culture influence our teaching?*	Slavin Chapter 4	
October 3 – October 7 *Online Work*	*How does the brain influence physical development and learning?* *For whom does school 'work'? Not work?*	**Articles on Blackboard for small group activity online on physical development** Spring, Ch. 3	Exit Ticket Literature circle discussion
Tuesday, October 11 **(At West Lawn Elementary School 8-1:30)**	*What theories of cognitive development influence how we teach elementary students?*	Slavin, Chapter 2 & 6	Current Events Group B Presentation
October 11 – October 15 *Online Work*		Slavin, Chapter 5	Literature circle discussion
Monday, October 17 **(At West Lawn Elementary School 8-1:30)**	*What are the major federal, state, and local policies impacting schools today?*	Spring, Ch. 8 Big Lies, Ch. 11	Current Events Group C Presentation
October 17 – October 21 *Online Work*	*How will you address your students' multiple intelligences in the classroom?*	**Readings Uploaded to Blackboard** Multiple Intelligences in the Classroom Multiple Intelligence for Every Classroom	Exit Ticket Literature circle discussion
Monday, October 24 **(ONLINE)**	*What do elementary teachers need to know to support students with mental health needs?*	*INSTRUCTIONS POSTED ON Bb* *Kozol, Ch. 9* *Big Lies, Ch. 12*	Exit Ticket Literature circle discussion

	What are the major federal, state, and local policies impacting schools today?	*Spring, Ch. 9*	
Monday, October 31 **(At West Lawn Elementary School 8-1:30)**	*How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?* *How should student be taught?*	Slavin, Chapter 3 Bb Philosophies readings (one will be assigned - *Readings Uploaded to Blackboard*): • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy)	Community Mapping Projects Due
Monday, November 7 (ONLINE)	*How does your knowledge of development apply to working with children who experience trauma? How does this knowledge apply to working with children from military families?* *How should students be taught?*	INSTRUCTIONS POSTED ON Bb Big Lies, Ch. 4	Literature circle discussion Exit Slip Rough draft of observation reports (Part 1)
Monday, November 14 **(At West Lawn Elementary School 8-1:30)**	*In what ways can you support the developmental and cultural influences of student learning within your classroom environment?* *How will you motivate your students?*	Slavin Chapter 11 Slavin Chapter 10	Current Events Group D Presentation Reflective Practitioner Paper Due
November 14 – November 18	*What is the best evidence of student*	Big Lies, Ch. 2 and 6	Exit Ticket

Online Work	*learning? Or teacher success?*		Literature circle discussion
Monday, November 21 **(ONLINE)**	*Writer's Workshop, Conferences & Field Experience*		Observation Report Peer Review Rough draft of observation reports (Part 1 and Part 2)
Monday, November 28	*With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?*	Slavin, Chapter 12	Course Evaluations (EDUC 543)
November 28 – December 2 *Online Work*	*What are the most pressing issues with which we must be concerned as future teachers?*	**Readings Uploaded to Blackboard** Time for Teachers	Literature circle discussion Exit Ticket Course Evaluations (EDUC 542)
Monday, December 5	**Final Observation Reports due** *(Please remember to upload to Blackboard and Tk20 assignment!)*		
Monday, December 12	**Beliefs Statement due**		

Suggestion for Observation Report Structure

[*The Introduction, Part One and Part Two sections are analyses of your observations and thus should be written in an analytic voice. Thus, you should use a third person to reference your thoughts in these sections.*]

Introduction (This is where you introduce your observed student, explain why the participant was chosen, and give your reader an advanced outline regarding what will be discussed in the paper.)

Part One *(The Background)*
- Describe the child generally by summarizing the child's socio-cultural context (i.e., community, family, school, classroom, and demographics)
- Highlight how ecological influences relate to the child's development.
  - Across these two bullets is where you:
    - Build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom and school settings.
    - Document how the teacher considers the observed student's familial and cultural influences.
- Incorporate how cultural or implicit biases might have influenced the interpretations of your classroom observations. (*So what might have been the limitations in your analyses/conclusions? How did your former educational experiences and personal biases influence your interpretations of the observations? How did your socio-cultural perspectives influence your conclusions of the child?*)
- Explain how influences on child development have implications for the child's learning generally.
- Transition into Part Two.

Throughout Part 1, don't forget to include research to explain the developmental theories and key concepts or terms used!

Part Two *(The Child's Development)*
- Introduce your discussion of the child's development in: (a) physical, (b) cognitive and (c) affective (social, emotional and moral) domains. (*You might want to consider a header/section for each domain.*)
- Provide a background of each developmental domain (i.e., physical, cognitive or affective). (*Include research to explain the developmental theories and key concepts or terms used to observe this domain of development in the child. Remember to define all key terms.*)
- Describe **at least** **two** key observations that represent how you observed this developmental domain in the classroom. (*Be explicit in your details so the reader can understand how your observations connect to each specific developmental domain.*)
- Explain how the course readings and supplemental research relate to each observation explained. Then discuss how this connection is important for

students' development or learning and/or the teaching practice generally. (*How do these observations of this particular developmental domain influence our understanding of this child's overall learning? How do these observations of this particular developmental domain influence our understanding of the teaching practice?*).

- Concluding paragraph to tie together the main ideas of Part 2 and transition into Part Three.

Part Three (Compare and Reflect: *The Implications for your Future Practice – the SO WHAT?)* [*This section is a reflection of your future practice and thus you can use 'I' or first person voice.*]

- Compare and contrast the similarities and differences of your observed student with another classmate's observed student (from a similar grade). Investigate and reflect on how children within a similar grade (and even in the same school) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will address these developmental similarities and differences in your classroom.
- Reflect on how connections between child development research and classroom observations inform your future work as a teacher.
- Highlight two strategies that you will employ in your future classrooms to ensure that you think developmentally within your instruction and ecologically within your classroom environment and pedagogy. (You can use the compare and contrast exercise to support this information.)
- Summarize how knowledge of child development and ecological influences on learning provide implications for your future practice as an elementary educator.

Observation Report Rubric (PBA)

Standards	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Score
Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12. **(ACEI 1.0)**	Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives	Content is accurate, generally complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives	Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives	Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples	
Uses child development theory and observation to create a comprehensive description of the child's physical development. **(ACEI 1.0)**	An exhaustive description and discussion of the child's physical development with detailed reference to child development theory	A full description and discussion of the child's physical development with general reference to child development theory	A general description and discussion of the child's physical development with some reference to child development theory	A brief description and discussion of the child's physical development with little or no reference to child development theory	

Uses child development theory and observation to create a comprehensive description of the child's cognitive development. (ACEI 1.0)	Exhaustive description and discussion include all aspects with detailed reference to child development theory	Description and discussion include all aspects with general reference to child development theory	Description and discussion include some aspects with brief reference to child development theory	Limited description and discussion includes few aspects with little or no reference to child development theory	
Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional). (ACEI 1.0)	Exhaustive description and discussion include all aspects with detailed reference to child development theory	Description and discussion include all aspects with general reference to child development theory	Description and discussion include some aspects with brief reference to child development theory	Limited description and discussion include few aspects with little or no reference to child development theory	
Demonstrates understanding that children aged 4-12 differ in their development. (ACEI 3.2)	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	Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by	Stated or implied evidence of knowledge and understanding of how a	Inadequate evidence of knowledge and understanding of how a child's learning is influenced by	Fails to show evidence of knowledge and understanding of how a child's	

approaches to learning. (ACEI 3.2)	experiences, talents, disabilities, language and culture	child's learning is influenced by experiences, talents, disabilities, language and culture	experiences, talents, disabilities, language and culture	learning is influenced by experiences, talents, disabilities, language and culture	
Demonstrates knowledge of the child's socio-cultural and ecological backgrounds including: •**Community** •**Family** •**Demographics (e.g., race/ethnicity, language, religion) *School (ACEI 3.2 and 5.2)**	Demonstrates clear, explicit detail and comprehensive knowledge of all sociocultural and ecological backgrounds	Demonstrates some detail and general knowledge of all sociocultural and ecological backgrounds	Demonstrates limited detail and knowledge of sociocultural and ecological backgrounds	Does not demonstrate awareness and knowledge of sociocultural and ecological backgrounds	
Demonstrates understanding of how the child's socio-cultural context can affect development. (ACEI 3.2, 5.1 and 5.2)	Extensive and specific discussion of socio-cultural implications for development with particular reference to case study	Full discussion of socio-cultural implications for development with general reference to case study	Limited discussion of socio-cultural implications for development and little reference to case study	No discussion of socio-cultural implications for development	
Demonstrates understanding of how the child's socio-cultural context can affect learning. (ACEI 3.2, 5.1	Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study	Full discussion of socio-cultural implications for learning with general reference to case study	Limited discussion of socio-cultural implications for learning and little reference to case study	No discussion of socio-cultural implications for learning	

and 5.2)

Compare and reflect observation reports (ACEI 5.1)	Reflection addresses review of similarities and differences across developmental, cultural and academic indicators comprehensively. Exhaustive and specific discussion on how candidates will address these similarities and differences in their future classrooms	Reflection addresses review of similarities and differences across developmental, cultural and academic indicators generally. Broad discussion on how candidates will address these similarities and differences in their future classrooms	Limited reflection on the review of similarities and differences across developmental, cultural and academic indicators comprehensively. Limited discussion on how candidates will address these similarities and differences in their future classrooms	No reflection on similarities and differences across reports. No discussion to how candidates will address similarities and differences in their future classrooms	
Organization Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims	Poor organization and lacks unity. No transitions. No introduction and/or conclusion	
Written Mechanics Case study is written using clear text that makes meaningful	Superior editing. **No errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to	Careful editing. **Fewer than 3** errors in the following areas: spelling, grammar,	Some attempt at editing. **Fewer than 6 errors** in the following areas: spelling, grammar, punctuation,	Careless editing. **More than 6 errors** in the following areas: spelling, grammar,	

connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.	APA format	punctuation, capitalization and adherence to APA format	capitalization and adherence to APA format	punctuation, capitalization and adherence to APA format	

Peer Review (worth 2 points) _____

Total Possible 50 points: _____/50