

George Mason University
College of Education and Human Development
Elementary Education

EDUC 543_D03: Children, Family, Culture, and Schools, Ages 4-12

Summer 2018 (May 14 – August 3) /3 credits

Mondays – 1:10 pm -6:00 pm

Online – 5 hours weekly (combined with EDUC 542)

Groveton Elementary School

<http://www2.fcps.edu/GrovetonES/>

Professor: Dr. Elizabeth (Betsy) Levine Brown

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

Office Location: Thompson 1804

Office Phone: (703)-993-5345* (*use cell number provided in class)

Email: ebrown11@gmu.edu

CATALOG COURSE DESCRIPTION

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.

LEARNING OUTCOMES

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: 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: 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: 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 (**also denoted as Bb**) 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/

COURSE TEXT

Required Texts

Slavin, R. E. (2015). *Educational psychology: Theory and practice (12th ed.)*. Boston, MA: Pearson.

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14 (4th ed.)*. Turners Fall, MA: Center for Responsive Schools, Inc.

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 (25 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 (5 points per week /25 points 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, 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 discussion board. You will use the prompt provided to guide your discussion of the readings.

Over the Semester

c. Community Mapping Activity (18 points total)

Within your observation groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of ecological factors that influence students' daily school experiences. As you work with your observation groups, you will create a brief presentation (15-20 minutes max) that introduces us to the following aspects of your classroom and 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. Final products of this assignment can be used in your final observation report.

d. Physical Development Report (16 points total) — PBA

You will observe the physical development inclusive of health, physical capacities and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected for your observation report]. It is the expectation that this physical development report be used within your final observation report. Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement. (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature? What does this research/observation connection mean for teachers?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching. (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

***A detailed rubric and assignment description is attached.**

e. Understanding Diverse Learners (Observation Report) (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. First, you build off your findings from the Community Mapping Activity to highlight how ecological or sociocultural factors of this child’s development are evidenced in the observed classroom and school settings. Additionally, you will document how the teacher considers the observed student’s familial and cultural influences. Second, 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. Third, you will compare your observation child with a fellow group member’s observation student and reflect on how you may teach both of these students in your future classroom. To encourage multiple reviews of your work, you will be asked to do a **peer review** of one of your observation groupmates’ observation report prior to submission.

***A detailed rubric and assignment description is attached.**

2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5	Attendance and Participation	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circles	25 points	Weekly
1, 2, 5	Community Mapping Activity	18 points	6/4
1, 3	Physical Development Report	16 points	6/11
1, 2, 3, 4, 5	Understanding Diverse Learners (Observation Report)	50 points	6/29
		134 points	

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	

A-	90-93	3.67	Reflects an understanding of and the ability to apply theories and principles at a basic level
B+	85-89	3.33	
B	80-84	3.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
C*	70-79	2.00	
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

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>.

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

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 on the due date stated within the course calendar (see below) and should be submitted at the beginning of class—except for the PBAs (PHYSICAL ACTIVITY REPORT & OBSERVATION REPORT which are submitted to **Blackboard and Tk20**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_ObservationReport**).

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

4. TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment(s) (designated as such in the syllabus). Each student 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

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

PROFESSIONAL DISPOSITIONS

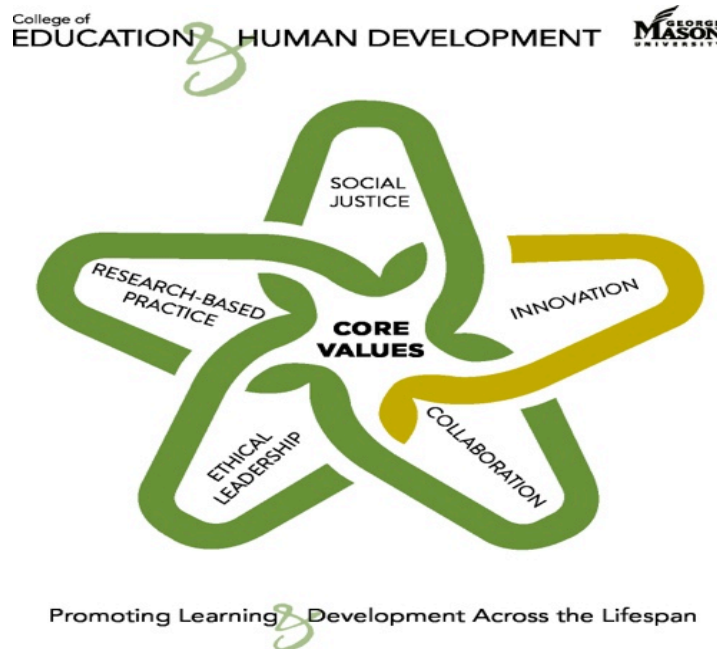
Students are expected to exhibit professional behaviors and dispositions at all times. (See <https://cehd.gmu.edu/students/policies-procedures/>).

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

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications.

No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is August 1st.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 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 – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and

license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

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 the internship.** Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

- * Traditional Internship: **September 15, 2017**
- * On-the Job Internship: **November 1, 2015**

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

TENTATIVE CLASS SCHEDULE

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

WEEK ONE			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
May 14	<p>Introducing Groveton Elementary School!</p> <p>Where is the school located?</p> <p>Who are the leaders?</p> <p>Where does GES stand regarding community demographics?</p> <p>What does <i>foundations of education</i> mean?</p> <ul style="list-style-type: none"> • Who are we as individuals? • Who are we as future teachers? • How do we organize to best serve our students and our profession? <p>How does educational psychology pertain to my work as elementary teachers?</p> <p>Why is the ecological model of development relevant for schools, teaching and student learning?</p> <p>What is culture? How may our personal biases of culture influence our teaching?</p>	<p><i>Readings Uploaded to Blackboard</i></p> <p>Making Rounds Work (and emailed to students)</p> <p>Willing to Be Disturbed (and emailed to students)</p> <p>Canestrari & Marlowe, Part 1</p> <p>Slavin, Chapter 1</p> <p>Slavin, Chapter 4</p> <p>Toward A Conception of Culturally Responsive Classroom</p>	<p>Read syllabus and assigned readings</p> <p>Complete student information form</p>
Online May 14 – May 20	<p>Who are our home-school partners?</p> <p>What does it mean to engage families?</p>	<p><i>Readings Uploaded to Blackboard</i></p> <p>But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (attached to this email and also will be on Blackboard)</p>	<p>Honor Code Online Module</p> <p>APA Online Module</p>

		<p>Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse families, and ECE – JIGSAW activity across literature circles</p> <p>Family Engagement and the Responsive Educator - (attached to this email and also will be on Blackboard)</p> <p>Teacher as Family Communication Facilitator - (attached to this email and also will be on Blackboard)</p> <p>Lewis & Diamond, Chapter 1</p>	Work on Community Mapping Presentation
By May 20 @ 4pm			Literature circle discussion post
WEEK TWO			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
May 21	<p>What are the purposes of school?</p> <ul style="list-style-type: none"> *Historical/political *Social *Economic <p>How does the brain influence physical development and learning?</p>	<p>Lewis & Diamond, Chapter 2</p> <p>Canestrari & Marlowe, Part 2</p> <p>Slavin, Chapter 6</p>	
Online May 21 – May 27	For whom does school ‘work’? Not work?	Lewis & Diamond, Chapter 3	<p>Work on Community Mapping Activity</p> <p>Work on Physical Activity Report</p>

By May 27 @ 4pm			Literature circle discussion post
WEEK THREE			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
MAY 30 (WEDNESDAY)	<p>What theories of cognitive development influence how we teach elementary students?</p> <p>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 *Global migration *Poverty</p>	<p>Slavin Chapter 2</p> <p>Canestrari & Marlowe, Part 3</p> <p>Lewis & Diamond, Chapter 4</p>	Educational History Paper due
Online May 28-June 3 (START EARLY)	<p>What are the major federal, state, and local policies impacting schools today?</p> <p>What do teachers need to know about school mental health to ensure optimal development and learning for their students?</p>	<p>Canestrari & Marlowe, Part 4</p> <p>Online School Mental Health Modules</p>	<p>Print online school mental health modules certificates and bring to next class.</p> <p>Work on Community Mapping Activity</p> <p>Work on Physical Activity Report</p> <p>Work on Teaching Belief Statement Draft</p> <p>Review SPED and ELL Portfolio Assignment</p>
By June 3 @ 4pm			Literature circle discussion post

WEEK FOUR

Date	Guiding Questions/Topics	Readings Due	Assignments Due
June 4	<p>How does social, emotional and moral concepts (or affective development) influence children’s engagement and learning in the classroom?</p> <p>How should students be taught? What is bilingual education?</p>	<p>Slavin Chapter 3 (p. 52-77)</p> <p>Debunking the Myths of English Language Learners</p> <p>Canestrari & Marlowe, Part 7</p> <p>Bb Philosophies readings (one will be assigned - <i>Readings Uploaded to Blackboard</i>):</p> <ul style="list-style-type: none"> • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy) 	<p>Community Mapping Activity Presentations</p> <p>Bring ideas for completing SPED and ELL Portfolio Assignment</p>
Online June 4 – June 10	<p>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</p> <p>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</p> <p>What are the multicultural perspectives associated with how we teach children?</p>	<p>Slavin Chapter 11 & 12</p> <p>Lewis & Diamond, Chapter 4</p>	<p>Work on Physical Activity Report</p> <p>Work on Teaching Belief Statement Draft</p> <p>Conferences (optional)</p>

By June 10 @ 4pm			Literature circle discussion post
WEEK FIVE			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
June 11	<p>What is the best evidence of student learning? Of teacher success?</p> <p>What are the most pressing issues with which we must be concerned as future teachers?</p> <p>How will you motivate your students?</p>	<p>Canestrari & Marlowe, Part 5</p> <p>Slavin Chapter 10</p> <p>Lewis & Diamond, Chapter 5</p> <p>VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44)</p>	<p>Teacher Beliefs: Draft</p> <p>SPED and ELL Portfolio Assignment – Portfolio 2 & 4 activities chosen and in execution</p>
Online June 11 – June 17	Who are our future teachers? How do we organize...?	Canestrari & Marlowe, Part 6	<p>Observation Report Rough Draft</p> <p>Conferences (optional)</p>
By June 17 (SUNDAY) @ 11:59pm			<p>Literature circle discussion post</p> <p>Physical Activity Report</p>
WEEKS SIX - TEN			
June 18 – June 22			Conferences (optional)
June 24 (SUNDAY) @ 11:59pm			Special Education (SPED) -OR- English Language Learner (ELL) Portfolios
July 1 (SUNDAY) @ 11:59pm			Observation Report

July 8 (SUNDAY) @ 11:59pm			Teacher Beliefs: Final
July18			All Revise & Resubmits due

PBA: Physical Development Report

You will observe the physical development inclusive of health, physical capacities and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected for your observation report]. It is the expectation that this physical development report be used within your final observation report in Part 2.. Based upon the data collected, you will use that data to:

- 1) **Describe the physical observations collected.** Consider comprehensively how we've discussed physical development. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview. Be very specific in your observation descriptions.*)
- 2) **Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement.** (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature?*)
- 3) **Explain the implications for practice.** (Think: *What does this research/observation connection mean for teachers? What does this mean for your observation student's overall development and learning?*)
- 4) **Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching.** (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*) The material written for this section will be used in Part 3 of your observation report so reflection here is appropriate.

Topic	Does Not Meet 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Describe the physical observations collected INTASC 1 ACEI 1	Candidate does not describe observed students' physical activity.	Candidate describes only some observed students' physical activity with mention only of 1-2 sources of data.	Candidate describes all observed students' physical activity with general discussion of observations and interview data.	Candidate describes all observed students' physical activity with full discussion of observations and interview data.

Assess observations to typical development INTASC 1 ACEI 1	Candidate does not discuss age appropriate physical development.	Candidate describes findings from physical activity observations but does not incorporate general knowledge of student learners and learner development.	Candidate uses general knowledge of student learners and learner development to describe findings from physical activity observations.	Candidate uses detailed, research based knowledge of student learners and learner development to describe findings from physical activity observations.
Implications of findings for future teaching INTASC 1, 2 ACEI 1, 3.2	Candidate does not use their knowledge of physical development literature to describe implications for future teaching.	Candidate describes implications for future teaching but does not incorporate general knowledge of physical development literature.	Candidate uses general knowledge of physical development literature to describe implications for future teaching.	Candidate uses detailed, research based knowledge of physical development literature to describe implications for future teaching.
Activities for fostering healthy lifestyle INTASC 1, 2 ACEI 1.0, 3.2, 5.2	Candidate does not use knowledge of human and physical development literature to explain activities that foster active healthy life styles in their future classroom.	Candidate explains activities for future classroom that foster active healthy life styles but does not incorporate general knowledge of human and physical development literature.	Candidate uses general knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.	Candidate uses detailed, research based knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.

PBA: Understanding Diverse Learners (Observation Report)

Standards	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
<p>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.</p> <p>(ACEI 1.0)</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Uses child development theory and observation to create a comprehensive description of the child's physical development.</p> <p>(ACEI 1.0)</p>	<p>A brief description and discussion of the child's physical development with little or no reference to child development theory</p>	<p>A general description and discussion of the child's physical development with some reference to child development theory</p>	<p>A full description and discussion of the child's physical development with general reference to child development theory</p>	<p>An exhaustive description and discussion of the child's physical development with detailed reference to child development theory</p>
<p>Uses child development</p>	<p>Limited description and</p>	<p>Description and discussion</p>	<p>Description and discussion</p>	<p>Exhaustive description and</p>

<p>theory and observation to create a comprehensive description of the child's cognitive development.</p> <p>(ACEI 1.0)</p>	<p>discussion includes few aspects with little or no reference to child development theory</p>	<p>include some aspects with brief reference to child development theory</p>	<p>include all aspects with general reference to child development theory</p>	<p>discussion include all aspects with detailed reference to child development theory</p>
<p>Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional, and moral).</p> <p>(ACEI 1.0)</p>	<p>Limited description and discussion include few aspects with little or no reference to child development theory</p>	<p>Description and discussion include some aspects with brief reference to child development theory</p>	<p>Description and discussion include all aspects with general reference to child development theory</p>	<p>Exhaustive description and discussion include all aspects with detailed reference to child development theory</p>
<p>Demonstrates understanding that children aged 4-12 differ in their development.</p> <p>(ACEI 3.2)</p>	<p>Does not show understanding or knowledge of how and why children differ in their development</p>	<p>Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher</p>	<p>Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher</p>	<p>Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher</p>
<p>Demonstrates understanding that children aged 4-12 differ in their approaches to learning.</p> <p>(ACEI 3.2)</p>	<p>Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture</p>	<p>Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture</p>	<p>Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture</p>	<p>Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture</p>

<p>Demonstrates knowledge of the child’s socio-cultural and ecological backgrounds including:</p> <ul style="list-style-type: none"> •Community •Family •Demographics (e.g., race/ethnicity, language, religion) *School <p>(ACEI 3.2 and 5.2)</p>	Does not demonstrate awareness and knowledge of sociocultural and ecological backgrounds	Demonstrates limited detail and knowledge of sociocultural and ecological backgrounds	Demonstrates some detail and general knowledge of all sociocultural and ecological backgrounds	Demonstrates clear, explicit detail and comprehensive knowledge of all sociocultural and ecological backgrounds
<p>Demonstrates understanding of how the child’s socio-cultural context can affect development.</p> <p>(ACEI 3.2, 5.1 and 5.2)</p>	No discussion of socio-cultural implications for development	Limited discussion of socio-cultural implications for development and little reference to case study	Full discussion of socio-cultural implications for development with general reference to case study	Extensive and specific discussion of socio-cultural implications for development with particular reference to case study
<p>Demonstrates understanding of how the child’s socio-cultural context can affect learning.</p> <p>(ACEI 3.2, 5.1 and 5.2)</p>	No discussion of socio-cultural implications for learning	Limited discussion of socio-cultural implications for learning and little reference to case study	Full discussion of socio-cultural implications for learning with general reference to case study	Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study
<p>Compare and reflect observation reports</p> <p>(ACEI 5.1)</p>	No reflection on similarities and differences across reports. No discussion to how candidates	Limited reflection on the review of similarities and differences across	Reflection addresses review of similarities and differences across developmental,	Reflection addresses review of similarities and differences across developmental,

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

Completion of Peer Review (possible 2 points) = _____ / 2

Total = _____ / 50

Understanding Diverse Learners (Observation Report) Structure

This document provides a guide for your final project of the **Understanding Diverse Learners (Observation Report)**. The information noted below does not have to follow the order written, in fact, sometimes this order does not make sense for your particular participant. However, all the contents noted should be discussed or analyzed in the final report. One tip would include that the Introduction, Part One and Part Two sections are analyses of your observational and interview data and thus should be written in an analytic voice - or third person. This allows the research to provide the basis for explaining your data. Part 3 is a reflective discussion where use of first person is appropriate.

Introduction (Introduce your observed student, explain why the participant was chosen and how he/she was culturally different than the observer as well as provide your reader an advanced outline regarding what will be discussed in the paper.)

Part One (*The Background*)

- Highlight how ecological influences relate to the child's development.
 - Describe the child generally by summarizing the child's socio-cultural context (i.e., community, family, school, classroom, and demographics -- think about the ecological model framework!)
 - 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.
 - Considers the observed student's familial and cultural influences.
 - Describe the child's learning environment (This could be incorporated above in either the micro or meso discussions.)
- 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?*) **BECAUSE THIS SECTION REFERENCES YOU, YOU CAN USE FIRST PERSON. BUT REMEMBER TO INCORPORATE RESEARCH TO EXPLAIN THE RELEVANCE OF KNOWING YOUR IMPLICIT BIASES AS A TEACHER.**
- Transition to Part Two.

Throughout Part 1, remember to include research to explain the ecological and cultural theories as well as key concepts or terms used. Remember: THIS IS AN ANALYSIS OF YOUR OBSERVATIONS SO WHAT YOU INCLUDE MAY LOOK DIFFERENT THAN A FELLOW CLASSMATE!

Part Two (*The Child's Development*)

- Provide an overview child development including reference to: (a) physical, (b) cognitive and (c) affective (social, emotional and moral) domains.
- Each domain of development will have its own section
 - Provide a background/overview of each developmental domain (i.e., physical, cognitive or affective). Include research to explain the main developmental theories

and key concepts or terms used to explain this domain of development. Remember to define and cite 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.
- Discuss the research (external and course readings) that relates to each observation.
- Explain the observation/research connection. Connect the research and observation to show that you know HOW the research explains the observation.
- Identify the relevance of this observation/research connection in reference to what this means for teaching and/or your observation child's overall development and learning.
- 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*) [*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 observation group mate's observed student. Investigate and reflect on how children within a similar grade (and even in the same school) may differ ecologically, developmentally, and academically.
- If you had these students in your future classroom, consider how you as a developmentally-appropriate teacher will address these developmental similarities and differences.
 - Highlight three 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 to support these students. (You can use the compare and contrast exercise to support this information.)

Conclusion

- Summarize how knowledge of child development and ecological influences on learning provide implications for your future practice as an elementary educator.