George Mason University
College of Education and Human Development
Elementary Education Program (ELED)
ELED 544 section 004
Introduction to Elementary Methods and Management
3 Credits, Spring 2020
Mondays, 4:30 – 7:10 pm
Innovation Hall, Room #330

Professor:	Dr. Janna Dresden
Office Hours:	By appointment
Office Location:	NA
Office Phone:	NA
Email:	jdresden@gmu.edu

CATALOG COURSE DESCRIPTION

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

University Catalog Course Description: Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

Course Overview: This course examines methods of teaching children in PK-6 classrooms with an emphasis on understanding the overarching principles and interactions of curriculum, instruction, assessment, and management, as well as the components of highly effective lessons. Teacher candidates will explore multiple models of instructional planning to design and implement developmentally appropriate and engaging lessons. Teacher candidates will consider various models of management for creating a positive environment for learning.

Course Delivery Method: This course will be delivered using multiple instructional strategies and formats including face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

Field Requirements: This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

This course is designed to enable teacher candidates to:

A. Develop their understanding of the intersection understanding diverse PK-6 learners, classroom management, and instruction in planning for, modifying, and ensuring an inclusive, positive learning environment (INTASC 2).

B. Design a positive, supportive instructional environment for diverse learners through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal setting and self-motivation (INTASC 3).

C. Explore a variety of management models used in elementary classrooms (INTASC 2)

D. Explore a variety of instructional models, including online learning and online instructional strategies, posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7).

E. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning and assessment (INTASC 1, 7).

F. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.

G. Create lesson plans that include a variety of engaging instructional strategies (including visual and performing arts), varied resources and materials (including media and contemporary technology), age- appropriate content, and a variety of assessment approaches (INTASC 7, 8).

H. Understand the role of formative and summative assessment in elementary classrooms and proactively plan for how they will assess instructional impact on student learning (INTASC 6).

I. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).

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

K. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10)

L. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8**: **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

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

[International Society for Technology in Education National Education Technology Standards (ISTE-NET):](#)
- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity.

[Virginia State Technology Standards for Instructional Personnel:](#)
- **Standard A**: Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B**: Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C**: Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D**: Instructional personnel shall be able to use electronic technologies to access and exchange information.

POLICIES

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/.

Honor Code
Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

Electronic Devices
Please turn off all cell phones and other communication devices prior to the start of class, except in the case of emergency. In such a case, please inform me prior to the beginning of class. Laptops should only be used for note-taking and other course-related activities.

Equity and Accessibility
I will do whatever I can to make sure that each and every one of you is successful in this course and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class or on course requirements, please meet with me to make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential

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resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434, or Counseling and Psychologocial services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Digital Communication
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- 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 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 are expected to check their Mason e-mail at least once every 24 hours.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).
See https://cehd.gmu.edu/students/polices-procedures/

REQUIRED READINGS

Charney, R. (2015). *Teaching children to care*. Turner Falls, MA: Center for Responsive Schools.
    *OLDER VERSION AVAILABLE ON ERIC ONLINE FREE

Denton, P. & Betchel, D. (2013). *The power of our words*. Turner Falls, MA: Center for Responsive
    Schools.

Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage and equip all learners.* Alexandria, VA: ASCD. *WILL ALSO BE USE IN ELED 545

Williams, K., Woolliams, M., & Spiro, J. (2012). *Reflective writing*. New York, NY: Palgrave MacMillan.

GoReact License (will be used throughout the program, so a five year license is recommended over
    single course option) https://app.goreact.com/user-signup

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).

1. ***Engagement*** **(10 points)**   **On-going**

I expect that you will show consistent evidence of being engaged with our class by:

- Attending all classes-- I expect you to be in class and prepared each day. Absences will only be excused if they are arranged in advance or, in the case of illness, explained as quickly as possible.
- Being on time for class-- As a common courtesy, you should offer an explanation when you are late for class and you should ask permission if it is absolutely necessary for you to leave class early.
- Refraining from inappropriate classroom behaviors (e.g. texting, e-mailing, excessive chatting, etc.)
- Paying attention
- Participating in small group activities

2. ***Classroom Management Plan*** **(20 points)**   **Due May 6**

You will develop an in-depth classroom management plan that serves as an overview of what a teacher does to prepare for the new school year, including the following components:

- An overview of your management philosophy (1-2 paragraphs)
  - Consider the various management models discussed in class as you think about the key ideas that will guide how you manage your classroom
  - Describe what you believe to be the most important principles in working with children.
  - Elaborate on why you think these principles are important.
- A schematic diagram of your classroom
  - Include a map
  - Provide a brief description of how your diagram is informed by each of the six features of classroom design.
- A professional *Welcome to the School Year* letter to families
  - Introduce yourself and a bit about you
  - Include your general beliefs about teaching/goals for the year
  - Consider including a broad overview of key content
  - Close with methods for communication/contact
- A description for 10 anticipated procedures and routines
- A description of your plan for creating/establishing classroom rules or norms
- A description of your plan for addressing misbehaviors
  - Include distinctions between minor misbehaviors, more significant/persistent misbehaviors, and serious behavioral challenges.

Important: Your plan MUST include connections to readings and discussions from across the semester.

3. ***Morning Meeting Assignment (10 points)***   **Due 3/4 and 3/25**

One strategy for building community is Morning Meeting. The purpose of this assignment is to develop an awareness of the components of Morning Meeting and provide practice with designing and leading a morning meeting. With a peer in a similar grade level placement, you will:

1) Construct a 15-20 min Morning Meeting lesson (using the Mason lesson plan template provided) that includes the following components: Greeting, Sharing, Activity, Message.
2) Implement the morning meeting by yourself or with a peer or your mentor teacher.
3) Record and upload your Morning Meeting lesson implementation to GoReact.
4) Reflect upon your Morning Meeting implementation on GoReact, and you will comment on an assigned peer's video. **Upload due 3/4. Responding to peers due 3/25.**

4. ***Lesson Planning and Implementation Assignment (35 points)***   **2/19, 3/8, 4/8, 4/22**

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection). This assignment includes the following three components:

1) An introduction to your classroom community which should include
   a. A description of **your school** and general **grade level expectations**
   b. A description of **your students**. As you describe your students, connections should be made to their developmental characteristics and academic readiness and how these connect with course and program readings
   c. **A rationale for your instructional decisions** based on what you know about your students and what you have learned about the process of learning using different theoretical perspectives. This portion of your plan should explain why and how the activities you have planned for your students can be expected to facilitate their learning.

2) A detailed lesson plan with the following elements:
   - Standards
   - Objectives/KUDs
   - Procedures
   - Checks for Understanding
   - Assessment
   - Accommodations/Modifications
   - Differentiation
   - Technology Considerations

3) A two-phased reflection on instruction including
   a. 5-10 min sample video of implementation (i.e. you teaching the lesson) with reflection using the technical, practical, critical reflection protocol
   b. A summative reflective statement and goal setting for future planning/instruction
   c. A collection of student work samples

The assignment will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with*

student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students' basic competencies and scaffold their understand to more complex understandings. As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

The following timeline will guide completion of the assignment:
1) Identification of Lesson Topic (Due 2/19)
2) Lesson Draft 1 (Due: 3/8)
3) Lesson Draft 2 (Due: 4/8)
4) Lesson Plan Final Assignment (Due: 4/22)

5. ***Planning, Instruction, and Management Inquiry (25 points total)***   **2/26, 4/1, 4/15, 4/29, 5/11**
   Across the semester, we will engage in course and field activities that support exploration of the following inquiry:

- **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?**

This assignment includes four investigations to be conducted during your field hours. For each investigation a guided observation and exploration document will be provided in class. The observation document will scaffold connections between course readings, activities, and discussion and your field work.

- Investigation 1: Climate, Culture, Community, and Teacher Language (Due: 2/26)
- Investigation 2: Elements of Lesson Planning (Due: 4/1)
- Investigation 3: Instructional Strategies/Technology Inquiry (Due: 4/15)
- Investigation 4: Rules/Norms, Procedures, Minor Misbehaviors, Significant Behavior Challenges (Due: 4/29)
- Investigation Synthesis: The final component of the assignment requires you to synthesize and reflect upon your investigations from across the semester and reconsider the inquiry question, **In what ways do planning, instruction, management, and knowledge of learners and knowledge of learning theories intersect in the elementary classroom? Due: Monday 5/11**

Course Performance Evaluation Weighting

Course Outcomes	Requirements & Assignments	# of points	Due Dates
A-L	Engagement	10	On-going
A, B, C, E, F	Classroom Management Plan	20	May 6
A, B, E, G, I	Morning Meeting Assignment	10	March 4 March 25
A, B, D, E, G, H, I, J, L	Lesson Planning and Implementation Assignment (*Designated performance-based assessment)	35	2/19, 3/8, 4/8, 4/22
A-L	Planning, Instruction & Management Inquiry	25	2/26, 4/1, 4/15, 4/29, 5/11
		100 points	

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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	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
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.**

GMU RESOURCES FOR STUDENTS

- 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/.

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

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**.

Course Schedule
Topics, Readings and Assignments
(topics and readings are subject to change)

DATE	TOPIC	READINGS	ASSIGNMENTS DUE (Wednesdays)
Week 1 January 27	Introductions	***	***
Week 2 February 3	Instructional Planning (IP): *Observation *Standards *Lesson Planning	*Ethnographic Eyes, chapters 1 and 7 *8 lenses for observation *Burden & Byrd, pp 92 - 102	***
Week 3 February 10	IP: *Backwards Design *Differentiation *Activity Structures	*Tomlinson, chapter 1 *Tomlinson & McTighe chapters 1, 3, 4 & 9	***
Week 4 February 17 On-line	IP: *Constructivism *Integrated Curriculum *Reflection	*Burden & Byrd, chapter 6 (pages TBA) *reading on Integrated Curriculum TBA *pocket book on Reflective Writing	Lesson Plan Topic
Week 5 February 24	IP: *Gradual Release *Culturally Relevant Teaching *Reflection, continued	*Burden & Byrd, pp 120 – 142 * Gloria Ladson-Billings article and/or interview	Investigation #1
Week 6 March 2	IP: *Active Learning *Accommodations *Graphic Organizers	*Doubet & Hockett, chapter 4	Morning Meeting clip uploaded
SPRING BREAK			
Week 7 March 16	IP: *Cooperative Learning *Technology *TBD	*Cohen, chapters 5 & 6 *chapter 7 from ?? *articles TBA	Lesson Plan draft 1
Week 8 March 23	Proactive Classroom Management *Climate and Community *Cultural Responsiveness	*Doubet & Hockett, chapter 1 *Charney, chapters 1 & 2 *Weinstein et al (2003).	Morning Meeting response
Week 9 March 30	Proactive Classroom Management *Built Environment *Language	*Clayton & Forton, chapters 2 & 4 * Teaching with the Brain in Mind, chapter 6 *Denton, intro and chapters 1, 2 & 3	Investigation #2
Week 10 April 6	Proactive Classroom Management *Norms, Rules & Procedures *Brain and Movement Breaks	*Denton, chapters 4, 5, & 6 * Charney, chapters 3 & 4 *articles TBA	Lesson Plan draft 2
Week 11 April 13	Responsive Classroom Management * Logical Consequences *TBD	*Denton, chapter 7 *Charney, chapter 6 *articles TBA	Investigation #3
Week 12 April 20 On-line	Responsive Classroom Management *Responding to Challenging Behavior	*Charney, chapter 7 *articles TBA	Lesson Plan, final
Week 13 April 27	Responsive Classroom Management *Trauma-informed Teaching	*articles TBA	Investigation #4
Week 14 May 4	Review and summing up	***	Management Plan
Exam Week		***	**Investigation Synthesis Due Monday May 11**

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Preliminary Reading List

Charney, R. (2015). *Teaching children to care*. Turner Falls, MA: Center for Responsive Schools.
     *OLDER VERSION AVAILABLE ON ERIC ONLINE FREE

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. 2nd ed. New
     York: Teachers College Press.

Denton, P. & Betchel, D. (2013). *The power of our words*. Turner Falls, MA: Center for Responsive
     Schools.

Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage
     and equip all learners.* Alexandria, VA: ASCD. *WILL ALSO BE USE IN ELED 545

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH:
     Heinemann.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. 2nd ed. Upper
     Saddle River, NJ: Pearson.

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by
     design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Williams, K., Woolliams, M., & Spiro, J. (2012). *Reflective writing*. New York, NY: Palgrave MacMillan.