

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

***ELED 305: Foundations of Elementary Methods and Management- 3 credits***

Fall 2020

Tuesdays 10:30-1:10

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**Recommended Prerequisite:** 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 online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 17th, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This course will be delivered using multiple instructional strategies and formats including synchronous 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.

**Please note:** This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section. These observations will be virtual/online in Fall 2020.

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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 will need a headset microphone for use with the Zoom web conferencing tool
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes:**

This course is designed to enable teacher candidates to:

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

- B. Explore a variety of management models used in elementary classrooms (INTASC 2)
- C. Explore a variety of instructional models, including online learning and online instructional strategies that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7).
- D. 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 developmentally appropriate instruction (INTASC 1, 7).
- E. Create lesson plans that include a variety of engaging instructional strategies, varied resources and materials (including media and contemporary technology), age- appropriate content, and a variety of assessment approaches (INTASC 7, 8).
- F. 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).
- G. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21<sup>st</sup> century. (INTASC 9).
- H. 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)
- I. 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, and computer technology.

**Professional Standards:**

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

**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 #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

- **Standard #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.

### **Required Texts (to be used in ELED 305, 401 & 402)**

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage Publications.

Chappuis, J. (2020). *Classroom assessment for student learning: Doing it right-using it well (3rd edition)*. Pearson.

GoReact License (<https://get.goreact.com/>)

\*\*Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

### **Recommended Texts:**

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

### **Course Performance Evaluation:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). **\*All assignments subject to change due to Covid-19 changes and restrictions**

### **Assignment and/or Evaluations**

#### **Classroom Management Plan (10 points)**

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

- An overview of your management philosophy
- A schematic diagram of the classroom

### **Morning Meeting Assignment (30 points)--Performance Based Assessment**

A key component of a Responsive Classroom 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 group of peers in a similar grade level placement,

- Construct a 20 min Morning Meeting lesson (using the Mason lesson plan template) that includes the following components: Greeting, Sharing, Activity, Message.
- Implement the morning meeting with your peers (shared placement) or with your mentor teacher. You may also elect to lead it on your own.
- Record and upload your Morning Meeting lesson implementation to GoReact,
- Reflect upon Morning Meeting implementation with your peers (grade level) or placement group.

### **Planning, Instruction, and Management Inquiry (20 points)**

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. Field hours may include a combination of videos and online observations in Fall 2020. 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 (Due: Oct 13th)
- Investigation 2: Elements of Lesson Planning (Due: Nov 17th )
- Investigation 3: Connections to Management Models & Teacher Language (Due: Dec 1st)

The final component of the assignment requires you to synthesize your investigations from across the semester and reconsider the inquiry question: In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom? (Due: 8th )

### **Other Requirements:**

#### **Attendance and Participation (40 points)**

It is expected that you attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least

48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

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; therefore, **you are expected to contribute to synchronous and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **NearPod responses**
- **Lesson plan analyses**
- **Graphic organizers and activities associated with weekly content**

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

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

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](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 syllabus (see below) and should be submitted in the format outlined below.

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### **Course Performance Evaluation Weighting**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
A-G	Attendance/Participation	<u>40 points</u>	Weekly



A, C-G	Morning Meeting Assignment	<u>30 points</u>	Nov 10
A, B	Classroom Management Plan	<u>10 points</u>	Dec 8th
A-G	Planning, Instruction, and Mgmt Inquiry	<u>20 points</u>	#1: Oct 13th #2: Nov 17th #3: Dec 1st Synthesis: Dec 8th

There is the possibility to earn 100 points total.

\*Designated performance-based assessment

### Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.70	
C*	70-79	2.00	

<b>D</b>	<b>60-69</b>	<b>1.00</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

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

**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/policies-procedures/>

**CLASS SCHEDULE**

\*Faculty reserves the right to alter the schedule as necessary with notification to students .

<b>DATE</b>	<b>Topics</b>	<b>Assignments Due</b>
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<p><b>August 25th</b></p>	<p><b>Introduction to Management and Instruction</b></p> <ul style="list-style-type: none"> <li>● Exploring the InTasc Standards</li> <li>● Professional Communications</li> <li>● What is reflection?</li> <li>● The Scientific Basis for the Art of Teaching</li> <li>● Determine existing beliefs <ul style="list-style-type: none"> <li>○ Why am I teaching? What do I want to teach?</li> <li>○ What matters in elementary planning and management?</li> </ul> </li> </ul>	<p><b>READINGS:</b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 1, Ch 14 (pg. 492-499)</li> <li>● InTasc Standards</li> <li>● Additional Bb readings as assigned</li> </ul>
<p><b>September 1st</b></p>	<p><b>Frameworks for Exploring Elementary Methods</b></p> <ul style="list-style-type: none"> <li>● Understanding differentiated instruction</li> <li>● What is culturally responsive teaching?</li> <li>● What is the sociopolitical context of teaching and how does it impact my work in the classroom?</li> <li>● What are the foundational elements of managing children?</li> </ul>	<p><b>READINGS:</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>● Hammond Ch. 1 &amp; 2</li> <li>● Doubet &amp; Hockett, Intro</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● Charney, Intro &amp; Ch. 1</li> <li>● Denton, Intro</li> </ul>
<p><b>September 8th</b></p>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>● Getting to Know Learners</li> <li>● Morning Meetings</li> <li>● How might I develop relationships with culturally and linguistically diverse learners? How do relationships support engagement of students from culturally, linguistically, and economically diverse backgrounds?</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Student Learning in Diverse Classrooms</li> </ul>	<p><b>READINGS:</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>● Denton, Ch. 1 &amp; 2</li> <li>● Hammond, Ch. 5</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● Charney, Ch. 2</li> <li>● Arends, Ch. 2</li> </ul>

<p><b>September 15th</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Introduction to curriculum, standards, planning, and assessment</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Doubet &amp; Hockett, Ch. 1</li> <li>● Arends, Ch. 3</li> <li>● Chappuis, Ch. 1</li> <li>● Additional Bb readings as assigned</li> </ul>
<p><b>September 22nd</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Elements of a lesson planning</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch 3 cont.</li> <li>● Additional Bb readings as assigned</li> </ul>
<p><b>September 29th</b></p>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>● Motivation and Learning Communities</li> <li>● Anti-racism education</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Goals, Objectives, &amp; Targets</li> <li>● Taxonomies of Learning</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 4</li> <li>● Additional Bb readings as assigned</li> <li>● Hammond, Ch</li> </ul>
<p><b>October 6th</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Goals, Objectives, &amp; Targets</li> <li>● Taxonomies of Learning</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Additional Bb readings as assigned</li> <li>● <a href="https://www.tolerance.org/magazine/all-students-need-antiracism-education">https://www.tolerance.org/magazine/all-students-need-antiracism-education</a></li> <li>● <a href="https://www.edutopia.org/article/guide-equity-and-antiracism-educators">https://www.edutopia.org/article/guide-equity-and-antiracism-educators</a></li> </ul>

<p><b>October 13th</b></p>	<p><b>No class--Monday, October 12th classes meet on Tuesday, October 13th</b></p>	<p>N/A</p> <p>DUE: Investigation 1: Climate, Culture</p>
<p><b>October 20th</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction/Gradual Release</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 8</li> <li>● Additional Bb readings as assigned</li> </ul>
<p><b>October 27th</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction/Gradual Release</li> </ul>	<p><b>READINGS:</b></p> <p>Bb Readings</p>
<p><b>November 3rd</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Student Centered Teaching</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 9</li> <li>● Additional Bb readings as assigned</li> <li>● <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en</a></li> <li>● <a href="https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf">https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf</a></li> </ul>
<p><b>November 10th</b></p>	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>● Student Centered Teaching</li> </ul> <p><b>Management:</b></p> <ul style="list-style-type: none"> <li>● Models of Classroom Management</li> <li>● Classroom Design</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch 4</li> <li>● Additional Bb readings as assigned</li> <li>● Hammond, Ch. 9</li> </ul>

	<ul style="list-style-type: none"> <li>How do we create a culturally responsive classroom community?</li> </ul>	<p><b><u>DUE: Investigation #2: Instructional Models</u></b></p>
<p><b>November 17th</b></p>	<p><b>Management:</b></p> <ul style="list-style-type: none"> <li>Models of Classroom Management</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>Additional Bb readings as assigned</li> </ul> <p><b><i>DUE: Morning Meeting Lesson</i></b></p>
<p><b>December 1st</b></p>	<p><b>Management:</b></p> <ul style="list-style-type: none"> <li>Models of Classroom Management</li> </ul>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>Additional Bb readings as assigned</li> <li><a href="http://www.ascd.org/publications/educational_leadership/apr19/vol76/num07/Lessons_from_Pre-Brown_Teachers.aspx">http://www.ascd.org/publications/educational_leadership/apr19/vol76/num07/Lessons_from_Pre-Brown_Teachers.aspx</a></li> </ul> <p><b><u>DUE: Investigation 3: Mgmt &amp; Language</u></b></p>

**Core Values Commitment:**

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

**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 <https://ds.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/> .**

Name \_\_\_\_\_ Due \_\_\_\_\_

**ELED 305 PBA**  
**Morning Meeting PBA**  
**\*Subject to modification based on COVID/Field Placements**

<b>Elements of the Lesson</b>	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<b><i>Alignment</i></b>	Plan does not include state standards and/or show alignment between standards, objective, procedures and assessment.	Plan includes state standards and shows some alignment between standards, objective, procedures and assessment.	Plan includes state standards and shows alignment between standards, objective, procedures and assessment.	Plan includes multiple state standards and shows clear alignment between standards, objectives, procedures and assessment.
<b><i>Objective</i></b>	Does not include what students will know, understand, and/or be able to do; Is not specific, measurable, attainable, relevant, time bound	Includes what students will know, understand, be able to do and somewhat specific, measurable, attainable, relevant, time bound, but lacks clarity and alignment	Includes what students will know, understand, and be able to do; Is specific, measurable, attainable, relevant, time bound	Includes detailed objectives describing what students will know, understand, and be able to do; Is specific, measurable, attainable, relevant, time bound



<b><i>Overall Lesson Plan</i></b>	Is not developmentally appropriate and well-conceptualized; does not include all required components	Is somewhat developmentally appropriate and well-conceptualized, and includes some of the required components	Is developmentally appropriate, well-conceptualized, and includes all required components	Is exceptionally developmentally appropriate, well-conceptualized, and includes all required components
<b><i>Procedures</i></b>	Does not include detailed procedures, a variety of instructional strategies and higher level questioning	Includes somewhat detailed procedures with limited variety in terms of instructional strategies and higher level questioning	Detailed procedures that include a variety of instructional strategies and higher level questioning	Detailed, scripted procedures that include a variety of instructional strategies and higher level questioning
<b><i>Assessment</i></b>	Does not include formative and summative (when appropriate) strategies for checking student learning prior to, during, and after instruction	Includes limited formative and summative (when appropriate) strategies for checking student learning prior to, during, and after instruction	Plan includes formative and summative (when appropriate) strategies for checking student learning prior to, during, and after instruction	Detailed variety of formative and summative (when appropriate) strategies for checking student learning prior to, during, and after instruction
<b><i>Closure</i></b>	Does not contain procedural and content closures	Includes limited procedural and content closures	Contains procedural and content closures	Includes detailed procedural and content closures
<b><i>Required components</i></b>	Does not include required components of morning meeting.		Includes required components of morning meeting	

<b><i>Reflection</i></b>	Does not include reflection.	Includes limited reflection and limited connection to course readings	Includes reflection and connections to course readings.	Includes extensive reflection and connections to course readings.
<b>Total Points</b>				