

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

**ELED 544 Section 005**  
**Introduction to Elementary Methods and Management- 3 credits**  
Spring 2020  
Tuesday 4:30-7:10  
Thompson Hall L018, Fairfax Campus

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**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 is structured to use multiple instructional formats. It is a hybrid course: we will engage in eight face-to-face class sessions as well as six synchronous and asynchronous online discussions and activities. Class sessions will include small/large group discussions and tasks, lecture, and student led activities. See: <https://masononline.gmu.edu/course-delivery-methods/>

**Please note:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

**Learner Outcomes:**

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; ACEI 3.4).
- 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; ACEI 3.4).
- C. Explores a variety of management models used in elementary classrooms (INTASC 2; ACEI 3.4)
- 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; ACEI 3.2).
- 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; ACEI 1.0, 3.1).
- F. Demonstrates 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; ACEI 3.3).
- 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; ACEI 4.0).
- 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; ACEI 5.1, 5.2).
- J. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21<sup>st</sup> 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; ACEI 5.2)

- 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.

### Professional Standards:

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 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:

- Denton, P. & Betchel, D. (2015). *The power of our words*. Turner Falls, MA: Center for Responsive Schools.
- Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD. \*WILL ALSO BE USE IN ELED 545

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>

#### Recommended Text:

- Charney, R. (2015). *Teaching children to care*. Turner Falls, MA: Center for Responsive Schools.  
\*OLDER VERSION AVAILABLE ON ERIC ONLINE FREE
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.  
\*USED IN EDUC 543

\*\*Additional selected readings in instructional planning and classroom management will be posted on Blackboard. *There is a list of these readings at the end of the syllabus.*

### **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).

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

#### **1. Classroom Management Plan (20 points)**

You will begin to 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.

Your plan should include connections to readings and discussions from across the semester. **Due 5/5.**

#### **2. Morning Meeting Assignment (10 points)**

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 with a peer or with your mentor teacher. You may also elect to lead it on your own.
- 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 2/25. Responding to peers due 3/3.**

#### **3. Lesson Planning and Implementation Assignment (35 points)**

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 (e.g., Yardsticks).
  - c. A rationale for **your instructional decisions** based on what you know about your students.
- 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 2/11)
- 2) Lesson Draft 1 (Due: 3/3)
- 3) Lesson Draft 2 (Due: 3/17)
- 4) Lesson Plan Final Assignment (Due: 4/7)

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

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: 2/11)
- Investigation 2: Elements of Lesson Planning (Due: 3/17)
- Investigation 3: Instructional Strategies/Technology Inquiry (Due: 3/31)

- Investigation 4: Rules/Norms, Procedures, Minor Misbehaviors, Significant Behavior Challenges (Due: 4/21)

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: 4/28

**Other Requirements:**

***Attendance and Participation Expectations (15 pts)***

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

**You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

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

**All assignments are to be completed by the date listed in the syllabus. Assigned work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format indicated by the instructor in class.

*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**

<b>Course Outcomes</b>	<b>Requirements &amp; Assignments</b>	<b>Points</b>	<b>Due Date</b>
A-L	Attendance/Participation	<u>15 points</u>	Weekly
A-L	Morning Meeting Lesson	<u>10 points</u>	Uploaded to GoReact with your reflection: Feb 25 Response to your peers: Mar 3
A-L	Classroom Management Plan	<u>20 points</u>	May 5
A-L	Lesson Planning and Implementation Assignment*	<u>35 points</u>	Topic: Feb 11 Draft 1: Mar 3 Draft 2: Mar 17

			Final: Apr 7
A-L	Planning, Instruction, & Mgmt Inquiry	<u>20 points</u>	Inv 1: 2/11 Inv 2: 3/17 Inv 3: 3/31 Inv 4: 4/21 Inquiry: 4/28

\*Designated performance-based assessment

### Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
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. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate 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/polices-procedures/>

### CLASS SCHEDULE

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

DATE	Topics	Assignments Due
Jan 21 Campus	<p><b>Elements of effective teaching and management</b></p> <ul style="list-style-type: none"> <li>What do effective teachers do? What characteristics do they possess?</li> <li>How do I identify these characteristics during observations?</li> <li>What do I believe about effective management and instruction?</li> </ul> <p><b>During Class:</b></p> <ul style="list-style-type: none"> <li>Introduce Inquiry/Investigations Assignment</li> <li>Introduce GoReact 2 Truths and A Lie Activity</li> </ul>	<p><b>Bb Readings:</b> See list for readings</p>
Jan 28 Online	<p><b>Building A Positive Classroom Climate &amp; Community</b></p> <ul style="list-style-type: none"> <li>How do I create a positive classroom climate? How do I build relationships with students?</li> <li>What is the role of motivation and goal setting in creating a positive community?</li> </ul> <p><b>During Class:</b></p>	<p><b>Text Readings:</b> Doubet &amp; Hockett Ch 1 Denton, Intro, Ch. 1-2</p> <p><b>Bb Readings:</b> See list for readings</p>

	<ul style="list-style-type: none"> <li>• <b>Introduce Morning Meeting Assignment</b></li> </ul>	
<b>Feb 4 Campus</b>	<p><b>Introduction to Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the various ways in which learners are different?</li> <li>• What standards and curricula inform elementary instruction?</li> <li>• What are the various ways in which instruction might be organized at the elementary level (units, lessons, mini-lessons)</li> <li>• What is the instructional cycle?</li> <li>• What are the basic elements of an effective lesson plan?</li> </ul> <p><b>During Class:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce PBA: Lesson Planning and Implementation Assignment</b></li> </ul>	<p><b>Bb Readings:</b> See list for readings</p>
<b>Feb 11 Online</b>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What is backward design?</li> <li>• How do I write effective objectives and KUDs</li> </ul>	<p><b>Bb Readings:</b> See list for readings</p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson Planning Topic</b></li> <li>• <b>Investigation 1</b></li> </ul>
<b>Feb 18 Campus</b>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• How do I organize instruction to help students meet learning objectives?</li> <li>• What are the principles of gradual release/direct instruction?</li> </ul>	<p><b>Bb Readings:</b> See list for readings</p>
<b>Feb 25 Online</b>	<p><b>Models of Instruction</b></p> <ul style="list-style-type: none"> <li>• How do I organize instruction to help students meet learning objectives?</li> <li>• What are the principles of constructivism?</li> </ul>	<p><b>Bb Readings:</b> See list for readings</p> <p><b>DUE: Morning Meeting Video and Reflection on GoReact</b></p>
<b>March 3 Campus</b>	<p><b>Strategies for Effective Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>• How do I make accommodations and modifications for learners?</li> <li>• How do I create engaging, interactive learning experiences?</li> <li>• What are the elements of <i>online instruction, tools and technologies</i>?</li> </ul>	<p><b>Text Readings:</b> Doubet and Hocket, Ch 4</p> <p><b>Bb Readings:</b> See list of readings</p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Respond to Peer's Morning Meeting Video</b></li> <li>• <b>Lesson Draft 1</b></li> </ul>
<b>March 17 Campus</b>	<p><b>Strategies for Effective Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>• What are the elements of effective <i>small group work</i>?</li> <li>• What are the elements of effective <i>whole group discussions</i>?</li> <li>• What are the elements of effective <i>questioning techniques</i>?</li> </ul>	<p><b>Bb Readings:</b> See list of readings</p> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson Draft 2</b></li> <li>• <b>Investigation 2</b></li> </ul>

<p><b>March 24 Online</b></p>	<p><b>Models of Management</b></p> <ul style="list-style-type: none"> <li>• What are the broad categories of models of classroom management?</li> <li>• What specific management theories (PBIS, Responsive Classroom, Assertive Discipline, Logical Consequences) might inform my management philosophy?</li> <li>• What is culturally responsive classroom management?</li> <li>• What are the elements of <i>culturally relevant pedagogy</i>?</li> <li>• How do incorporate the elements of <i>culturally relevant pedagogy</i> into lesson?</li> </ul> <p><b>During Class:</b></p> <ul style="list-style-type: none"> <li>• <i>Introduce Classroom Management Plan</i></li> </ul>	<p><b>Text Readings:</b> Denton, Ch. 3 Charney Ch. 2</p> <p><b>Bb Readings:</b> See list of readings</p>
<p><b>March 31 Campus</b></p>	<p><b>Proactive Classroom Management</b></p> <ul style="list-style-type: none"> <li>• What are important considerations when designing classroom space?</li> <li>• How do I establish rules/norms and classroom procedures?</li> </ul>	<p><b>Text Readings:</b> Denton, Ch. 4 Charney Ch. 3</p> <p><b>Bb Readings:</b> See list of readings</p> <p><b>DUE:</b> <b>Investigation 3</b></p>
<p><b>April 7 Online</b></p>	<p><b>Proactive Classroom Management</b></p> <ul style="list-style-type: none"> <li>• What is interactive modeling and how is it useful in teaching expected behaviors?</li> <li>• What are the roles of brain breaks and mindfulness routines in managing the classroom?</li> </ul>	<p><b>Text Readings:</b> Denton, Ch. 5 Charney Ch. 4</p> <p><b>Bb Readings:</b> See list of readings</p> <p><b>DUE:</b> <b>Lesson Plan &amp; Implementation Assignment</b></p>
<p><b>April 14 Campus</b></p>	<p><b>Managing Minor Student Misbehaviors</b></p> <ul style="list-style-type: none"> <li>• How do I respond to minor misbehaviors?</li> <li>• How do I establish consequences?</li> <li>• What are the pros and cons of rewards?</li> </ul>	<p><b>Text Readings:</b> Denton Ch 6, 7 Charney Ch. 6</p> <p><b>Bb Readings:</b> See list of readings</p>
<p><b>April 21 Online</b></p>	<p><b>Navigating Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>• How do I respond to challenging student behaviors?</li> <li>• What are the essential features of individual behavior plans? When are these necessary? What school-wide plans and policies are in place for challenging situations?</li> </ul>	<p><b>Bb Readings:</b> See list of readings</p> <p><b>DUE:</b> <b>Investigation 4</b></p>
<p><b>April 28 Campus</b></p>	<p><b>Tying It All Together</b></p>	<p><b>Bb Readings:</b> See list of readings</p>

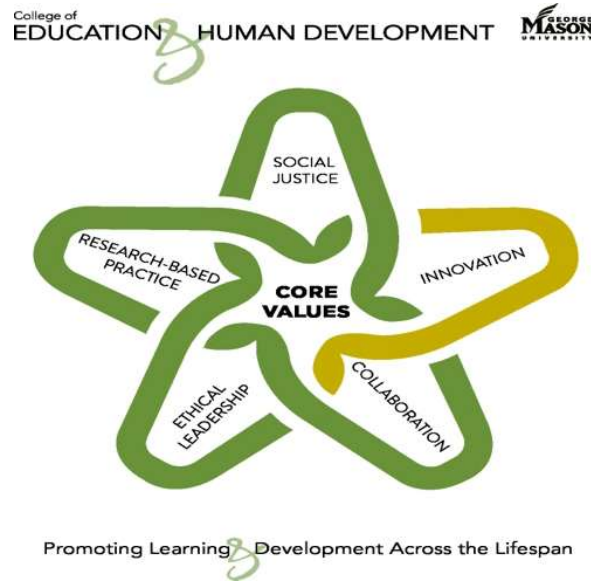


	<ul style="list-style-type: none"> <li>In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?</li> </ul>	<p><b>DUE:</b>  <b>Inquiry Reflection of Investigations</b></p> <p><b>DUE Tuesday, May 5th</b>  <b>Classroom Management Plan</b></p>
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**Core 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/>



*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>

**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 resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## LESSON PLANNING AND IMPLEMENTATION PBA

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/future planning). This assignment includes the following elements:

This assignment has three components:

- 1) An introduction to your classroom community which should include
  - a. A **description of your school and classroom**
  - 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 (e.g., Yardsticks).
  - c. A **rationale for your instructional decisions** based on what you know about your students
- 2) A detailed lesson plan with the following elements:
  - a. Standards
  - b. Objectives/KUDs
  - c. Procedures
  - d. Checks for Understanding
  - e. Assessment
  - f. Accommodations/Modifications
  - g. Differentiation
  - h. Technology Considerations
3. A two-phased reflection on instruction including
  - a. 5-10 min sample video of implementation 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 PBA 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 PBA:

- a. Identification of Lesson Topic (Due: 2/11)
- b. Draft 1 (Due: 3/3)
- c. Draft 2 (Due: 3/17)
- d. Final Assignment (Due: 4/7)

## LESSON PLANNING AND IMPLEMENTATION PBA

In the Elementary Education program, the Lesson Planning Assessment is completed during ELED 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<b>SECTION 1: Preparing for Instruction</b>				
<b>Topic Identification</b>	Candidate does not collaborate with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL but does not meet the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	
<b>Draft 1</b>	Candidate does not create an initial draft of a lesson plan.	Candidate creates an initial draft lesson plan but does not meet the assigned deadline.	Candidate creates an initial draft lesson plan and meets the assigned deadline.	
<b>Draft 2</b>	Candidate does not create a revised draft of a lesson plan.	Candidate creates a revised draft of lesson plan but does not meet the assigned deadline.	Candidate creates a revised draft of a lesson plan and meets the assigned deadline.	
<b>SECTION 2: Planning for Instruction</b>				
<b>Classroom and School Context</b>	Candidate does not provide a contextual description of the classroom and school.	Candidate provides a limited contextual description of the classroom and/or school.	Candidate provides a contextual description of the school.	Candidate provides a rich contextual description of the school.
<b>Description of Student Learners</b>	Candidate does not provide a description of student learners.	Candidate provides a limited description of student learners that reflects some understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Limited connections are made to course readings.	Candidate provides a description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. General connections are made to course readings.	Candidate provides a rich description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Explicit connections are made to course readings.
<b>Rationale</b>	Candidate does not provide a rationale for instructional decision-making.	Candidate provides a limited rationale for instructional decision-making and/or knowledge of context and student learners to instructional procedures. Limited connections are made to course readings.	Candidate provides a rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. General connections are made to course readings.	Candidate provides an extensive rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. Explicit connections are made to course readings.
<b>Standards</b>	Candidate does not include national/state standards.		Candidate includes national/state standards.	
<b>Objectives/KUDs</b>	Candidate does not include objectives/KUDs.	Candidate includes objectives/KUDs but they are SMART and/or not aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned and address multiple levels of Bloom' Taxonomy
<b>Procedures</b>	Candidate does not include instructional procedures.	Candidate includes instructional procedures, but they are limited in terms of depth of description, alignment with objectives, developmental appropriateness for students, and use of engaging instructional strategies.	Candidate includes instructional procedures that are clear, aligned with the objectives, developmentally appropriate for students and incorporate strategies to enhance student engagement.	Candidate includes instructional procedures that are clear and detailed, aligned with the objectives, developmentally appropriate for students, and incorporate multiple strategies to enhance student engagement.

Assessment/Checks for Understanding	Candidate does not include checks for understanding and/or formative assessment strategies.	Candidate includes a limited number of checks for understanding and/or formative assessment strategies.	Candidate includes checks for understanding and formative assessment strategies.	Candidate includes extensive checks for understanding and a variety of formative assessment strategies.
Accommodations/Modifications	Candidate does not include accommodations/modifications	Candidate includes a limited number of general accommodations/modifications	Candidate includes general accommodations and modifications.	Candidate includes specific and detailed accommodations and modifications.
Technology Considerations	Candidate does not include technology in the lesson	Candidate incorporates technology in a limited capacity that is teacher directed	Candidate incorporates technology into the lesson to support learner objectives.	Candidate incorporates technology into the lesson that supports learner objectives through student engagement with the technology.
<b>SECTION 3: Lesson Implementation and Reflection</b>				
Video reflection using technical, practical, critical framework	Candidate does not reflect on lesson implementation.	Candidate's reflection is limited in depth and focused on describing what happened in the lesson.	Candidate reflects on instruction using the technical, practical, and critical framework .	Candidate reflects extensively on instruction using the technical, practical, and critical framework.
Student work samples	Candidate does not include student work samples.		Candidate includes student work samples.	
Summative reflection and goal setting	Candidate does not holistically reflect on learning from the planning and instructional process and does not set future goals.	Candidate's holistic reflection is limited in depth and focuses broadly on the planning and instructional process and future goals.	Candidate's holistic reflection is focused on lessons learned from engaging in the planning and instructional process and sets future goals. General connections to course content are included.	Candidate's holistic reflection thoroughly focuses on lessons learned from engaging in the planning and instructional process and sets future goals. Specific connections to course content are included.

## INVESTIGATIONS RUBRIC

### Investigations 1-4

<b>1 (not included)</b>	<b>2 (Developing)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
Minimal examples and descriptions for a limited number of objectives. No connections to text readings and class discussions include.	Limited examples and descriptions of observations for most objectives. Limited connections made to text readings and class discussions.	Clear examples and descriptions of observations for each objective. Some connections made to text readings and class discussions.	Extensive, specific, and detailed examples and descriptions of observations for each objective. Connections made to text readings and class discussions from across courses.

**Summative Inquiry:** 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?**

<b>1 (not included)</b>	<b>2 (Developing)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
Minimal reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. No connections made to text readings and class discussions from across courses.	Limited reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. General connections made to text readings and class discussions from across courses.	Clear reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. Connections made to text readings and class discussions from across courses.	Clear and detailed reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. Numerous connections made to text readings and class discussions from across courses.

**LESSON PLAN TEMPLATE**  
**Mason Elementary Lesson Planning Template**

Name: \_\_\_\_\_ Content/Grade Level: \_\_\_\_\_

<b>Standards:</b>	<b>Materials/Time</b>
<b>Teacher Candidate Professional Development Objective:</b>	
<b>Objectives:</b>	
<b>Technology</b>	
<b>Differentiation</b>	
<b>Procedures:</b> <i>Hook/Link</i> <i>Detailed Steps</i> <i>Checks for Understanding</i>	
<b>Assessment</b>	
<b>Accommodations And Modifications:</b>	
<b>Reflection:</b>	

**EDCI 544 Weekly Attendance/Participation Chart (may be used at discretion of professor)**

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. **Weekly participation and attendance** is evaluated using the scale below.

**Rubric for Self-Assessment of Student Participation (Completed by student at end of each class)**

	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0 pts)</b>
<b>Frequency of participation</b>	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
<b>Quality of comments</b>	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
<b>Listening Skills</b>	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
<b>Preparation</b>	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.



## Tentative Course Readings

Class 1 January 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Hindman, J. L., &amp; Stronge, J. H. Reflecting on teaching. <i>Virginia Journal of Education</i>, retrieved April, 15, 2019 from <a href="http://www.veanea.org/home/1327.htm">www.veanea.org/home/1327.htm</a>.</li> <li>• Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.</li> <li>• Borich, G. D. (2011). Goals for reflective teaching (pg. 4-6). <i>Observation Skills for Effective Teaching</i> (6<sup>th</sup>). New York, NY: Pearson.</li> <li>• Borich, G. D. (2011). Lenses for observation (pgs. 14-15). <i>Observation Skills for Effective Teaching</i> (6<sup>th</sup>). New York, NY: Pearson.</li> <li>• Impelman, C. (2017). Ten traits of effective teachers. Retrieved from <a href="https://www.success.com/10-traits-of-an-effective-teacher/">https://www.success.com/10-traits-of-an-effective-teacher/</a></li> </ul>
Class 2 January 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Chapter 1 from Doubet, K. J. &amp; Hockett, J. A. (2017). <i>Differentiation in the elementary grades: Strategies to engage and equip all learners</i>. Alexandria, VA: ASCD.</li> <li>• Chapters 1 and 2 from Denton, P. &amp; Betchel, D. (2013). <i>The power of our words</i>. Turner Falls, MA: Center for Responsive Schools.</li> <li>• Chapter 1 from Charney, R. (2015). <i>Teaching children to care</i>. Turner Falls, MA: Center for Responsive Schools. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED369531.pdf">https://files.eric.ed.gov/fulltext/ED369531.pdf</a></li> <li>• What is morning meeting? (2016). Retrieved from: <a href="https://www.responsiveclassroom.org/what-is-morning-meeting/">https://www.responsiveclassroom.org/what-is-morning-meeting/</a></li> <li>• Terada, Y. (2018) Welcoming students with a smile. Retrieved from <a href="https://www.edutopia.org/article/welcoming-students-smile">https://www.edutopia.org/article/welcoming-students-smile</a></li> </ul>
Class 3 February 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• NEED READING ON STANDARDS, PLANNING CYCLE, UNITS, LESSONS—BROAD INTRO –CHECK CHAPTERS</li> <li>• Virginia Standards of Learning retrieved from <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/">http://www.doe.virginia.gov/testing/sol/standards_docs/</a></li> </ul>
Class 4 February 11 <sup>th</sup>	<p>NEED BACKWARD DESIGN READING</p> <ul style="list-style-type: none"> <li>• Burden, P. R., &amp; Byrd, D. M. (2019). <i>Methods for Effective Teaching</i> (8<sup>th</sup>). New York, NY: Pearson. (pg. 92-102—Objective Writing )</li> </ul>
Class 5 February 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Burden, P. R., &amp; Byrd, D. M. (2019). <i>Methods for Effective Teaching</i> (8<sup>th</sup>). New York, NY: Pearson. (pg. 120--142—Gradual Release )</li> </ul> <p>NEED INTRO DI READING (Tomlinson??)</p>
Class 6 February 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Burden, P. R., &amp; Byrd, D. M. (2019). <i>Methods for Effective Teaching</i> (8<sup>th</sup>). New York, NY: Pearson. (pg. 144--167—Constructivist Approaches )</li> </ul>
Class 7 March 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Chapter 4 from Doubet, K. J. &amp; Hockett, J. A. (2017). <i>Differentiation in the elementary grades: Strategies to engage and equip all learners</i>. Alexandria, VA: ASCD.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>NEED ACCOMMODATION AND MOD READING</u></li> <li>• Herold, B. (2016). Technology in education: An overview. <i>Ed Weekly</i>. Retrieved from: <a href="https://www.edweek.org/ew/issues/technology-in-education/index.html">https://www.edweek.org/ew/issues/technology-in-education/index.html</a></li> <li>• Herold, B. (2017). Online classes for K-12 Students: An Overview. <i>Ed Weekly</i>. Retrieved from: <a href="https://www.edweek.org/ew/articles/2017/06/14/online-classes-for-k-12-schools-what-you.html">https://www.edweek.org/ew/articles/2017/06/14/online-classes-for-k-12-schools-what-you.html</a></li> <li>• International Society for Technology in Education (2018). Edtech for the K-12 classroom: ISTE readings on how, when, and why to use technology. Portland, OR (authors).</li> </ul>
March 10 <sup>th</sup>	SPRING BREAK
Class 8 March 17 <sup>th</sup>	<p>Revisit:</p> <ul style="list-style-type: none"> <li>• Burden, P. R., &amp; Byrd, D. M. (2019). <i>Methods for Effective Teaching</i> (8<sup>th</sup>). New York, NY: Pearson. (pg. 157--164—Group Work and Discussions )</li> </ul> <p>Revisit:</p> <ul style="list-style-type: none"> <li>• Burden, P. R., &amp; Byrd, D. M. (2019). <i>Methods for Effective Teaching</i> (8<sup>th</sup>). New York, NY: Pearson. (pg. 133--137—Questioning )</li> <li>• Ch 7, pgs. 126-141 (NEED CITATION)—COOPERATIVE LEARNING</li> </ul>
Class 9 March 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Chapter 3 from Denton, P. &amp; Betchel, D. (2013). <i>The power of our words</i>. Turner Falls, MA: Center for Responsive Schools.</li> <li>• Chapter 2 from Charney, R. (2015). Teaching children to care. Turner Falls, MA: Center for Responsive Schools. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED369531.pdf">https://files.eric.ed.gov/fulltext/ED369531.pdf</a></li> <li>• Fay, L. (2019). <i>Researcher Gloria Ladson-Billings on Culturally Relevant Teaching, the Role of Teachers in Trump's America &amp; Lessons From Her Two Decades in Education Research</i> Retrieved from: <a href="https://www.the74million.org/article/74-interview-researcher-gloria-ladson-billings-on-culturally-relevant-teaching-the-role-of-teachers-in-trumps-america-lessons-from-her-two-decades-in-education-research/">https://www.the74million.org/article/74-interview-researcher-gloria-ladson-billings-on-culturally-relevant-teaching-the-role-of-teachers-in-trumps-america-lessons-from-her-two-decades-in-education-research/</a></li> <li>• Behavior Management Models, Ch 1 (NEED CITATION)</li> <li>• What is PBIS? Retrieved from <a href="https://www.pbisrewards.com/blog/what-is-pbis/">https://www.pbisrewards.com/blog/what-is-pbis/</a></li> <li>• Responsive Classroom &amp; PBIS. Retrieved from <a href="https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_PBIS_white_paper.pdf">https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_PBIS_white_paper.pdf</a></li> </ul>
Class 10 March 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Chapter 4 from Denton, P. &amp; Betchel, D. (2013). <i>The power of our words</i>. Turner Falls, MA: Center for Responsive Schools.</li> <li>• Chapter 3 from Charney, R. (2015). Teaching children to care. Turner Falls, MA: Center for Responsive Schools. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED369531.pdf">https://files.eric.ed.gov/fulltext/ED369531.pdf</a></li> <li>• Chapter 2 from Weinstein, C. S., &amp; Romano, M. (2018). <i>Elementary classroom management</i> (7<sup>th</sup> edition). New York, NY: McGraw-Hill Education.</li> </ul>
Class 11 April 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Chapters 5 from Denton, P. &amp; Betchel, D. (2013). <i>The power of our words</i>. Turner Falls, MA: Center for Responsive Schools.</li> </ul>

	<ul style="list-style-type: none"> <li>• Chapter 4 from Charney, R. (2015). Teaching children to care. Turner Falls, MA: Center for Responsive Schools. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED369531.pdf">https://files.eric.ed.gov/fulltext/ED369531.pdf</a></li> <li>• What is interactive modeling? (2013). Retrieved from <a href="https://www.responsiveclassroom.org/what-interactive-modeling/">https://www.responsiveclassroom.org/what-interactive-modeling/</a></li> <li>• Cleaver, S. (2019). Brain breaks: Must do or waste of time? Retrieved from <a href="https://www.weareteachers.com/brain-breaks/">https://www.weareteachers.com/brain-breaks/</a></li> <li>• Desautels, L. (2016) Energy and calm: Brain breaks and focused-attention practices. Retrieved from <a href="https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels">https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels</a></li> </ul>
Class 12 April 14th	<ul style="list-style-type: none"> <li>• Chapters 6 and 7 from Denton, P. &amp; Betchel, D. (2013). <i>The power of our words</i>. Turner Falls, MA: Center for Responsive Schools.</li> <li>• Chapter 6 from Charney, R. (2015). Teaching children to care. Turner Falls, MA: Center for Responsive Schools. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED369531.pdf">https://files.eric.ed.gov/fulltext/ED369531.pdf</a></li> <li>• Responding to student misbehavior. Retrieved from <a href="https://courses.lumenlearning.com/educationalpsychology/chapter/responding-to-student-misbehavior/">https://courses.lumenlearning.com/educationalpsychology/chapter/responding-to-student-misbehavior/</a></li> <li>• Three types of logical consequences (2011). Retrieved from <a href="https://www.responsiveclassroom.org/three-types-of-logical-consequences/">https://www.responsiveclassroom.org/three-types-of-logical-consequences/</a></li> <li>• Punishment vs. logical consequences (2011). Retrieved from <a href="https://www.responsiveclassroom.org/punishment-vs-logical-consequences/">https://www.responsiveclassroom.org/punishment-vs-logical-consequences/</a></li> <li>• Five ways to reward students: Retrieved from <a href="https://www.pbisapps.org/community/Pages/5-Ways-to-Reward-Students-the-Right-Way.aspx">https://www.pbisapps.org/community/Pages/5-Ways-to-Reward-Students-the-Right-Way.aspx</a></li> <li>• Teaching without using rewards: Retrieved from <a href="https://www.responsiveclassroom.org/teaching-without-rewards/">https://www.responsiveclassroom.org/teaching-without-rewards/</a></li> <li>• 1, 2, 3 Magic. Retrieved from: <a href="http://www.pathwayscentre.org/sites/default/files/file_downloads/123%20Magic.pdf">http://www.pathwayscentre.org/sites/default/files/file_downloads/123%20Magic.pdf</a></li> </ul>
Class 14 April 21st	<ul style="list-style-type: none"> <li>• Chapter 13 from Weinstein, C. S., &amp; Romano, M. (2018). <i>Elementary classroom management</i> (7th edition). New York, NY: McGraw-Hill Education.</li> <li>• Behavior intervention plan. Retrieved from <a href="https://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/">https://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/</a></li> <li>• Individual written agreements. Retrieved from <a href="https://www.responsiveclassroom.org/individual-written-agreements/">https://www.responsiveclassroom.org/individual-written-agreements/</a></li> <li>• Ten things about childhood trauma every teacher needs to know. Retrieved from <a href="https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/">https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/</a></li> <li>• Eight ways to support students who experience trauma. Retrieved from <a href="https://www.edutopia.org/discussion/8-ways-support-students-who-experience-trauma">https://www.edutopia.org/discussion/8-ways-support-students-who-experience-trauma</a></li> <li>• What is childhood trauma? Retrieved from <a href="https://www.nctsn.org/what-is-child-trauma/about-child-trauma">https://www.nctsn.org/what-is-child-trauma/about-child-trauma</a> and <a href="https://www.nctsn.org/what-is-child-trauma/trauma-types">https://www.nctsn.org/what-is-child-trauma/trauma-types</a></li> </ul>

Class 15 April 28th	N/A
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