

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

***ELED 544 Section DLI***  
***Introduction to Elementary Methods and Management- 3 credits***  
Spring 2021  
Thursdays 10:30 -1:10-Synchronous/Online

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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 will be delivered online (76% or more) using a *synchronous* format via Blackboard Learning Management system (LMS) housed in the MyMason portal, Google drive, and Zoom. 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 Thursday, January 21st, 2021.

**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 mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group

activities. Each week, asynchronous activities should be completed prior to our synchronous class meetings.

**Please note:** This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section. These observations will be virtual/online in Spring 2021.

### *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.

**Please note:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section. These observations will be virtual/online in Spring 2021.

### **Learner Outcomes:**

This course is designed to enable teacher candidates to:

- A. Develop their understanding of the intersection of 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 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)
- 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
- **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.

**Required Texts:** *These texts will all also be used in ELED 545.*

Denton, P. (2013). *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*. 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.

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

### **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:**

#### **1. Classroom Management Plan**

**DUE May 2<sup>nd</sup>**

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. Your plan should include connections to readings and discussions from across the semester, with an emphasis on culturally relevant and anti-racist principles, and should include the following components:

- Part 1: 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.
- Part 2: 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.
- Part 3: 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.
- Part 4: A description for 10 anticipated procedures and routines
  - Description should include what each will look/sound like.
- Part 5: A description of your plan for creating/establishing classroom rules or norms
- Part 6: A description of your plan for addressing misbehaviors
  - Include distinctions between minor misbehaviors, more significant/persistent misbehaviors, and serious behavioral challenges.

#### **2. High Leverage Practice Application: Small Conversations Activity \*adapted from TeachingWorks at the University of Michigan**

**DUE Mar 7<sup>th</sup>**

A key component of teaching is building positive relationships with students. This can be done through listening to children, honoring their ideas and experiences, interacting with them as learners. Small conversations done well help convey respect and care. Small conversations that are done poorly can negatively impact student learning and self-efficacy. The purpose of this

assignment is to provide you with an opportunity to prepare for and practice a small conversation with elementary students. It includes four key steps:

- 1) Identify 3-4 students (ideally in a small group that you will use for your lesson planning PBA) and prepare for the small conversations. Your conversation preparation should include a launch, talking turns and a closing. A template will be provided.
- 2) Enact the small conversations, recording the *audio* of these using your phone. Upload this with your final assignment.
- 3) Select two to three conversations to transcribe and analyze. A template will be provided for the transcription and the analysis.
- 4) Upload your final analysis with an appendix of the transcriptions as well as the audio.

### **3. Lesson Planning and Implementation Assignment (PBA)**

**DUE: April 18<sup>th</sup> (Drafts due Mar 14 and Apr 4)**

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:

Part 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**.
  - i) 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.

Part 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 if applicable

Part 3) A two-phased reflection on instruction including (*\*if applicable during COVID*)

- a. 5-10 min sample video focusing on the lesson intro and modeling/I do portion of the lesson with reflective comments throughout the video
- b. A summative reflective statement and goal setting for future planning/instruction

The PBA will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the course; 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.

#### **4. Planning, Instruction, and Management Inquiry**

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 three 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* (Due: Feb 28<sup>th</sup>)
- *Investigation 2: Elements of Lesson Planning* (Due: Mar 21<sup>st</sup>)
- *Investigation 3: Summative Reflection: Teacher Language; Rules/Norms, Procedures, Minor Misbehaviors, Significant Behavior Challenges* (Due: April 25<sup>th</sup>)
  - *In addition to Investigation 3: A synthesis (in the form of 2-3 paragraphs) of all your investigations from across the semester. You will reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?***

#### **Other Requirements:**

##### **Attendance and Participation**

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, including literature circles**
- **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 7th 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)

All assignments are to be completed **by the date listed in the syllabus. Written 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 (see below) 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

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
A-L	Attendance/Participation	<u>30%</u>	Weekly
A-C	Classroom Management Plan	<u>15 %</u>	May 2nd
D-H	Elementary Lesson Planning Assessment*	<u>20%</u>	Draft 1: March 14 <sup>th</sup> Draft 2: April 4 <sup>th</sup> Final: April 18 <sup>th</sup>
A-L	Field Investigations	<u>20%</u>	Inv. 1: February 28 <sup>th</sup>

			Inv. 2: March 21 <sup>st</sup> Inv. 3: April 25 <sup>th</sup>
A, E	High Leverage Practice: Getting to Know Students/Eliciting Ideas	<u>15%</u>	March 7 <sup>th</sup>

\*Designated performance-based assessment; adjusted for COVID

### Grading Policies

Grade	GRADING	Interpretation
A	93-100	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C*	70-79	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	
F*	<69	

*\*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.

<u>DATE</u>	<u>Learning Targets</u>	<u>Assignments Due</u>
<b>Thursday, January 28<sup>th</sup></b>	<p><b>Introduction to Management &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>● I can explore the InTasc Standards addressing management, planning, and instruction.</li> <li>● I can describe my existing beliefs about planning and management.</li> <li>● I can identify the characteristics of effective teaching/teachers.</li> <li>● I can use teacher reflection to facilitate my professional development.</li> <li>● I can describe strategies for building relationships with students and a positive community among learners.</li> </ul>	<p><b>READINGS:</b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 1</li> <li>● InTasc Standards</li> <li>● Hindman &amp; Strong (2009), <i>What is Reflection?</i></li> <li>● Doubet &amp; Hockett, Chapter 1 (Building a Family of Learners)</li> <li>● What is Morning Meeting?</li> <li>● The Power of Morning Meeting</li> <li>● Morning Meeting and Covid</li> </ul>
<b>Thursday, February 4<sup>th</sup></b>	<p><b>Frameworks for Elementary Methods and Management: Building Community &amp; Knowing Your Students</b></p> <ul style="list-style-type: none"> <li>● I can describe the various ways in which learners are different.</li> <li>● I can describe the developmental needs of students and draw connections to planning and management.</li> <li>● I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students.</li> <li>● I can describe the attributes of an anti-racist educator and discuss how culture, bias, and sociopolitical contexts impact my work as a teacher.</li> <li>● I can explore how language informs student/teacher relationships and a positive learning community.</li> <li>● I can identify the elements of morning meeting and explain why its role in creating a positive learning community.</li> </ul> <p><b>**Introduce Investigation 1 (Community)</b></p> <p><b>**Introduce High Leverage Practice Activity (Small Conversations)</b></p>	<p><b>READINGS:</b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>● Denton, Intro</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>● Hammond: Chs 1, 2, and 5</li> <li>● Wood (Yardsticks): Intro (pg. 5-15) and age group for placement</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● Small Conversations</li> <li>● Antiracism and Education <ul style="list-style-type: none"> <li>○ <a href="https://www.edutopia.org/bl-og/anti-racist-classroom-danielle-moss-lee">https://www.edutopia.org/bl-og/anti-racist-classroom-danielle-moss-lee</a></li> <li>○ <a href="https://www.edutopia.org/video/6-ways-be-antiracist-educator">https://www.edutopia.org/video/6-ways-be-antiracist-educator</a> (VIDEO)</li> <li>○ <a href="https://www.tolerance.org/magazine/what-antiracism-really-means-for-educators">https://www.tolerance.org/magazine/what-antiracism-really-means-for-educators</a></li> </ul> </li> </ul>

<p><b>Thursday, February 11<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can locate, describe and deconstruct the Virginia SOLs and associated resources from the VDOE website.</li> <li>● I can identify the phases of the instructional cycle and explain the importance of clear instructional planning.</li> <li>● I can describe the various ways in which instruction might be organized at the elementary level (units, lessons, mini-lessons)</li> <li>● I can review the curriculum for representation of multiple voices</li> </ul> <p><b>**Introduce PBA: Lesson Planning</b></p>	<p><b>READINGS:</b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>● Denton, Ch. 1 (General Guidelines for Teacher Language)</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>● Doubet &amp; Hockett, Intro</li> <li>● Arrends, Ch 2 p. 93-111 (Instructional Planning Considerations)</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● InTasc Standard #7 (pgs. 34-37)</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> </ul>
<p><b>Thursday, February 18<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can identify the components of a gradual release lesson plan</li> <li>● I can describe the key elements of think alouds/modeling</li> <li>● I can describe the role of assessment in instructional planning.</li> </ul>	<p><b>READINGS:</b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>● Denton, Ch. 2 (Envisioning)</li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>● Chappuis, Ch. 1 (Role of Assessment)</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● Elements of a Lesson Plan (PDF)</li> <li>● Fischer &amp; Frey Gradual Release Review</li> </ul> <p><b>DUE Feb 21: Identify Lesson SOL for PBA</b></p>
<p><b>Thursday, February 25<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can explain the importance of backward design in instructional planning.</li> <li>● I can describe KUDs and their role in effective elementary lesson planning</li> <li>● I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.</li> <li>● I can use incorporate cognitive taxonomies (eg-Bloom's) into lesson planning.</li> </ul> <p><b>*Introduce Investigation 2 (Planning &amp; Instruction)</b></p>	<p><b>READINGS:</b></p> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>● Doubet &amp; Hockett, Ch. 2</li> <li>● Chappuis, Ch. 3</li> </ul> <p><b>Bb</b></p> <ul style="list-style-type: none"> <li>● Arends, Ch. 3 (pg. 111-118)</li> <li>● Bloom's Taxonomy <ul style="list-style-type: none"> <li>○ <a href="https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/">https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</a></li> </ul> </li> </ul> <p><b>DUE Feb 28: Investigation 1</b></p>

<p>Thursday, March 4<sup>th</sup> <b><u>ASYNCHRONOUS</u></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can use backward design in instructional planning.</li> <li>● I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.</li> <li>● I can create engaging and interactive learning experiences.</li> <li>● I can use checks for understanding to formatively assess student learning</li> </ul>	<p><b>READINGS:</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>● Doughty and Hockett, Ch 4</li> </ul> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>● Checks for Understanding (Fischer &amp; Frey, 2014)</li> <li>● Revisit Elements of a Lesson Plan reading (Checks for Understanding)</li> </ul> <p><b>DUE Mar 7: High Leverage-Small Conversations</b></p>
<p>Thursday, March 11<sup>th</sup></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can identify models and strategies associated with student-centered (constructivist) teaching.</li> <li>● I can distinguish between differentiated instruction and accommodations/modifications.</li> </ul>	<p><b>READINGS:</b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>● Arends Ch 2 (pg. 54-63): Students with disabilities</li> <li>● Dell-Olio, Ch. 6 (Student Centered Approaches)</li> <li>● <a href="https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/instruction">https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/instruction</a></li> </ul> <p><b>DUE Mar 14: Draft 1 of PBA</b></p>
<p>Thursday, March 18<sup>th</sup></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● I can describe the attributes of and purpose of a focus lesson.</li> </ul> <p><b>Frameworks for Elementary Teaching and Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>● I can identify the elements of a responsive classroom.</li> <li>● I can describe six features of classroom design and use these to analyze classroom space.</li> <li>● I can identify critical practices of anti-racism in designing classroom space and managing the learning community.</li> </ul> <p><b>**Introduce Classroom Management Plan</b></p>	<p><b>READINGS:</b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>● Fischer &amp; Frey (Focus lessons)</li> <li>● Charney, Ch. 1, 2</li> <li>● Weinstein &amp; Romano: Six features of classroom design</li> <li>● <a href="https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture">https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture</a></li> </ul> <p><b>DUE Mar 21: Investigation 2</b></p>

<p><b>Thursday, March 25<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe tools, strategies, and techniques for asking open-ended and higher order questions.</li> </ul> <p><b>Frameworks for Elementary Teaching and Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can identify the elements of Assertive Discipline.</li> <li>• I can describe strategies for creating rules/norms and procedures.</li> <li>• I can describe the steps of interactive modeling and how is it useful in teaching rules/norms and procedures.</li> </ul> <p><i>*Introduce Investigation 3 (Management)</i></p>	<p><b><u>READINGS:</u></b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>• Denton, Ch. 3 (Questioning) Ch. 4, (Listening)</li> </ul> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>• Charney, Ch. 3</li> <li>• Drew: 11 Features of Assertive Discipline</li> <li>• RC: Interactive Modeling</li> </ul>
<p><b>Thursday, April 1<sup>st</sup></b></p>	<p style="text-align: center;"><b><u>Work Session</u></b></p>	<p style="text-align: center;"><b><u>Work Session</u></b></p> <p style="text-align: center;"><b>DUE Apr 4: Draft 2 of PBA</b></p>
<p><b>Thursday, April 8<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe effective small group and cooperative learning strategies.</li> </ul> <p><b>Frameworks for Elementary Teaching and Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can identify the elements of PBIS.</li> <li>• I can explore the pros and cons of rewards</li> <li>• I can describe the roles of brain breaks and mindfulness routines in managing the classroom.</li> </ul>	<p><b><u>READINGS:</u></b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>• Denton, Ch. 5 (Reinforcing Language)</li> </ul> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>• PBIS Overview</li> <li>• Comparing RC and Brain Breaks</li> <li>• Edutopia: Brain Breaks</li> <li>• Dell Olio, Ch 4, pgs. 160-164</li> <li>• Rewards the Right Way</li> <li>• Why Dangling Rewards Won't Work</li> </ul>
<p><b>Thursday, April 15<sup>th</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can identify the attributes of Kounin's management theory.</li> <li>• I can describe strategies for addressing minor misbehaviors including logical consequences.</li> </ul>	<p><b><u>READINGS:</u></b></p> <p><b>Book Club:</b></p> <ul style="list-style-type: none"> <li>• Denton, Ch. 6 (Reminding) &amp; 7 (Redirecting)</li> </ul> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>• Charney Ch. 4 (pg. 65-81-Logical Consequences &amp; 93-110-Time Outs)</li> <li>• Responding to Minor Misbehaviors</li> <li>• 1, 2, 3 Magic</li> </ul> <p><b>DUE Apr 18: Final PBA Lesson Planning</b></p>

<p><b>Thursday, April 22<sup>nd</sup></b></p>	<p><b>Frameworks for Elementary Teaching and Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide.</li> <li>• I can describe the role of trauma in understanding student behavior</li> </ul> <p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe the elements of effective technology use both in online and F2F settings</li> </ul>	<p><b><u>READINGS:</u></b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>• Charney Ch. 5 &amp; 7</li> <li>• Additional Bb readings as assigned</li> <li>• Serravallo (2020) Ch. 1 Holding True</li> </ul> <p><b>DUE Apr 25: Investigations 3</b></p>
<p><b>Thursday, April 29<sup>th</sup></b></p>	<p><b><u>Models of Management</u></b></p> <ul style="list-style-type: none"> <li>• I can critique various models (Kounin, RC, PBIS, Assertive Discipline) and approaches to classroom management/building school culture (Restorative Justice, Positivity Project) using a culturally responsive/anti-racist lens.</li> </ul> <p><b>Frameworks for Elementary Teaching and Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe the elements of effective technology use both in online and F2F settings</li> </ul>	<p><b><u>READINGS:</u></b></p> <p><b>Bb:</b></p> <ul style="list-style-type: none"> <li>• Nichols (2020) A guide to equity and antiracism</li> <li>• What teachers need to know about restorative justice (2019)</li> <li>• Additional Bb readings as assigned</li> </ul> <p><b>DUE May 2: Classroom Management Plan</b></p>

**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/>.

**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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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 or Counseling and Psychological 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](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

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)
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### SECTION 1: Preparing for Instruction

<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.	

### SECTION 2: Planning for Instruction

<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.
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<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.	Candidates 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, and developmental appropriateness for students.	Candidate includes instructional procedures that are clear, aligned with the objectives, and developmentally appropriate for students	Candidate includes instructional procedures that are clear and detailed, aligned with the objectives, and developmentally appropriate for students.
<b>Instructional Strategies</b>	Candidate does not include a variety of instructional strategies.	Candidate includes a limited number of strategies for engaging student learners.	Candidate incorporates instructional strategies that enhance student engagement.	Candidate incorporates a variety of instructional strategies that enhance student engagement.
<b>Assessment/ Checks for Understanding</b>	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 formative assessment strategies.
<b>Accommodations/ Modifications</b>	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.
<b>Differentiation</b>	Candidate does not include strategies for differentiating instruction.	Candidate includes a limited number of general strategies for differentiating instruction.	Candidate includes general strategies for differentiating instruction.	
<b>Technology Considerations</b>	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.	

### SECTION 3: Lesson Implementation and Reflection

<b>Video reflection</b>	Candidate does not reflect on lesson implementation.	Candidate's reflection is limited in depth and focused on describing what happened in the lesson.	Candidates reflects on instruction at multiple intervals..	Candidate reflects extensively on instruction and.
<b>Summative reflection and goal setting</b>	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 focuses 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.

## **INQUIRY RUBRIC**

### **Investigations 1-3**

<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 Reflection 1:** 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>	