George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 305 Section 003
Foundations of Elementary Methods and Management (3 credits)
Fall 2021 (August 23 – December 15)
Wednesdays, 1:30pm-4:10pm
Face-to-Face (Thompson L003)

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Office Location: Thompson Hall
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Registration Restriction: Admission to Elementary Education program

Recommended Prerequisite: Must be taken in programmatic sequence

University Catalog Course Description: Introduces general methods of teaching and management in elementary schools with an emphasis on the intersection of 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.

Field Hours: This course requires 15 hours of field observation. Additional details are in the "Assignments" section.

Course Delivery Method: This course will be delivered **face-to-face and asynchronous methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday, August 16, 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 face-to-face 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 class meetings. A detailed schedule is included in the "Class Schedule" section below.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
1. 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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. 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.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
   - Adobe Acrobat Reader: https://get.adobe.com/reader/
   - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
   - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
1. Course Week: Our course week will end on the day that our class meetings take place as indicated on the "Class Schedule."
2. 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 4 times per week. In addition, students must log in for all scheduled online synchronous meetings.

3. 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.
4. 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.
5. 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.
6. 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.
7. 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 the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable teacher candidates to:

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

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

C. Explore a variety of instructional models, including online learning and online instructional strategies that frame differentiated and varied instructional experiences that meet the needs of diverse students. (INTASC 7)

D. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan developmentally appropriate instruction. (INTASC 1, 7)

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

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

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

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

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

PROFESSIONAL STANDARDS:

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

INTASC (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.

REQUIRED TEXTS: *These texts will also be used in ELED 401 and ELED 402.

*Chappuis, J., & Stiggins, R. (2020). *Classroom assessment for student learning: Doing it right – Using it well* (3rd ed.). Pearson.

*Denton, P. (2014). *The power of our words* (2nd ed.). 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.

***GoReact License**
- GoReact is an online video-coding platform that allows teacher candidates to record and reflect on their own teaching. GoReact allows teacher candidates, professors, and mentor teachers to code or mark the videos to comment/reflect on their teaching and on videos posted by their peers. It is a widely-used tool in teacher education and is a great way to support your professional learning throughout the program.
- GoReact will be used throughout the program in your courses, your practicum, and your final internship, so a five-year license is recommended over purchasing the single-course option.
- An invitation to GoReact will be provided by your course instructor. Stay tuned for more information!

**Additional selected readings 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, hard copy). ***All assignments subject to change due to Covid-19 changes and restrictions.**

Assignments and/or Examinations:

1. **Attendance and Participation** (**20%**)
   It is expected that you attend all face-to-face and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, 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 face-to-face, 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 face-to-face and asynchronous application activities. This includes, but is not limited to:
- Contributions to whole group and small group discussions, including literature circles
- NearPod lesson activities
- Lesson plan analyses
- Graphic organizers and activities associated with weekly content

2. <mark>**High Leverage Practice Application: Small Conversations Activity* (10%)**</mark>
DUE: Wednesday, October 6

As a future teacher, you must begin to practice building positive relationships with students. This can be done through listening to children, honoring their ideas and experiences, and interacting with them as learners. Small conversations done well help convey respect and care, while small conversations 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 involves three key tasks:

1. **Identify and prepare:** Identify 3-4 students 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 and record:** Enact the small conversations, recording the audio of these using your phone. Upload these audio files with your final assignment.
3. **Transcribe and analyze.** Select two conversations to transcribe and analyze. A template will be provided for the transcription and the analysis.

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 10% of your final grade in the course.

*This assignment was adapted from TeachingWorks at the University of Michigan

3. <mark>**PBA: Morning Meeting Implementation & Reflection Assignment (30%)**</mark>
DUE: Wednesday, November 10

Establishing a warm, safe, and culturally responsive classroom community, along with continuously reflecting on one's teaching practice for the purposes of improvement, provide critical supports to students' cognitive, social-emotional, physical, and language development. One strategy for developing such a community is the implementation of Morning Meeting at the beginning of each school day. Morning Meeting consists of four important components: Greeting, Share, Activity, and Message. The purpose of this assignment is to help you both gain experience in planning and implementing all four components of Morning Meeting while increasing your reflective capacities as a form of teacher professional learning. You will collaborate with your mentor teacher and/or peers to co-plan/co-lead two Morning Meeting lessons, the second of which should be planned and implemented AFTER you have completed your reflection on the first (see Part 4).

This will involve the following four tasks, completed for *each* lesson:

- **Part 1: Plan:** Your first task is to plan a 20-minute Morning Meeting lesson (using the Mason lesson planning template) that includes all of the following components: Greeting, Share, Activity, Message. You may plan with your mentor teacher and/or peers in your shared placement. If you are planning the second Morning Meeting lesson, it is expected that you incorporate your key takeaways from the first Morning Meeting lesson summative reflection (Part 4). You will submit this lesson plan to Blackboard.

- **Part 2: Implement & Record:** After you have planned the Morning Meeting, you need to actually implement the Morning Meeting, being sure to record it for uploading to GoReact (Part 3). You may lead the Morning Meeting with your peer (if in a shared placement) and/or with your mentor teacher. You may also elect to lead the Morning Meeting on your own.

- **Part 3: Upload & Annotate:** After implementing and recording your Morning Meeting, you will upload your recording of the lesson to GoReact, then use the commenting feature within the program to annotate your individual, initial reflections on how the lesson went. These comments will serve as an initial reflection and help jumpstart your thinking around how the lesson went. Comments may be related to successes, growth areas, notes on what you might do differently were you to implement this lesson again, and any other pertinent noticings you had after lesson implementation. *Note: While you may have co-planned and/or co-led the lesson with a peer, these comments should represent your own individual reflection on the lesson implementation and should be completed separately.*

- **Part 4: Reflect:** After you have completed your individual initial reflections on the lesson, you will reflect on your Morning Meeting implementation with your peers at the same grade level or your placement group. Then, you will individually compose a summative reflection (2-4 pages, double-spaced) on the lesson implementation that addresses *all* of the prompts below (note: be sure to use the correct prompts for each lesson reflection as they differ – see italics). You will submit this summative reflection to Blackboard.

Lesson 1 Summative Reflection Prompts (please address all):
- Why you think certain aspects of the lesson went well
- Why you think certain aspects of the lesson did not go as expected – and what changes you might make as a result (try to go beyond changes you would make to this lesson specifically and consider how your approach, framing, management, etc. overall might be modified)
- *Changes you plan to make when implementing your second morning meeting lesson*
- *What you learned about how you interact with students at this age/grade level AND what you learned about leading and managing a large group of students*
- Questions or ideas you would like to explore further

Lesson 2 Summative Reflection Prompts (please address all):
- Why you think certain aspects of the lesson went well
- Why you think certain aspects of the lesson did not go as expected – and what changes you might make as a result (try to go beyond changes you would make to this lesson specifically and consider how your approach, framing, management, etc. overall might be modified)
- *Reflection on how the changes you planned to make in this second lesson (based on your reflection on the first) went and what more you believe you could do to improve in your execution of morning meetings*
- *What you learned about yourself as a teacher from the experience (including who you want to be as a teacher – your teacher identity)*
- Questions or ideas you would like to explore further

You will submit Part 1, Part 3, and Part 4 for *each Morning Meeting lesson.* This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment can be found at the end of this syllabus. This PBA is worth 30% of your final grade in the course.

4. **Field Investigations: Planning, Instruction, and Management Inquiry (20%)**
   DUE: Wednesday, November 24 (*NOTE: Drafts of each investigation will be due BEFORE this date for the purposes of in-class literature circle discussion. Individual due dates for these drafts are noted below.*)

   Teaching involves a complex interaction of intentional planning, management, and implementation. The purpose of this assignment is to scaffold you into noticing (and reflecting upon) these aspects of teaching within our field experience classroom. Across the semester, you will engage in course and field experience 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 involves three investigations, as well as a culminating synthesis of what you have learned from these investigations, to be conducted during your field experience 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, discussions, and your field work. The four components of this assignment will be:

1. **Investigation #1: Climate, Culture, and Community** (draft due October 20)
2. **Investigation #2: Elements of Lesson Planning** (draft due November 3)
3. **Investigation #3: Connections to Management Models & Teacher Language** (draft due November 17)
4. **Final Synthesis** (no draft required): This final component of the assignment requires you to synthesize your investigations #1-3 from across the semester to reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?**

The rubric used to evaluate this assignment will be provided in class. Each of the four components of the assignment (Investigation 1, Investigation 2, Investigation 3, and the Final Synthesis) are worth 5% each, for a total of 20% of your final grade in the course.

5. **Vision of Myself as a Teacher (10%)**
DUE: Wednesday, December 6

Teachers can make lifelong positive, or negative, impacts on the students in their classrooms. In ELED 242, you considered your own educational background and discussed the key role teachers played in your learning and development. You also identified your vision for a school that matches your current beliefs about teaching and learning. Now it's time to think about the role YOU will play in your future students' growth.

The purpose of this assignment is to jumpstart your thinking around your evolving teacher identity – who you want to BE as a teacher – and connect that with concrete actions and commitments to enable that perception to come to fruition. In particular, you will be wrestling with questions such as, "Who do I want to be as a teacher? How do I want my students to perceive me and what will I need to do to meet those expectations? What impact does my philosophy on working with children and the way in which I manage the classroom have on students' teaching and learning? How does developing my knowledge and skills in culturally responsive teaching and anti-racist education affect students?"

This assignment asks you to consider four important concepts:
1. Your evolving conception of your teacher identity
2. The key ideas from the four management models discussed in class that resonate with that teacher identity, including your plans for (a) proactive and (b) reactive

classroom management
3. The principles you believe are most important in working with children (and why)
4. The role of culturally responsive and anti-racist principles in your management philosophy

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 10% of your final grade in the course.

Other Requirements:
<mark>Assignment Expectations</mark>
All assignments are to be completed **BEFORE CLASS 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.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) 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. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

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

Course Outcomes	Assignments	Percentage of Final Grade	Due Date (due before class)
A-I	<mark>Attendance and Participation</mark>	<mark>20%</mark>	Weekly
A, D	<mark>High Leverage Practice: Small Conversations Activity</mark>	<mark>10%</mark>	October 6
A, C-G	<mark>*PBA: Morning Meeting Implementation & Reflection Assignment</mark>	<mark>30%</mark>	November 10
A-H	<mark>Field Investigations: Planning, Instruction, and Management Inquiry</mark>	5% each for a total of <mark>20%</mark>	Draft of Inv. 1 due Oct. 20 Draft of Inv. 2 due Nov. 3 Draft of Inv. 3 due Nov. 17 Final: November 24

A, B	==Vision of Myself as a Teacher==	==10%==	December 6

*Performance-based assessment (PBA)

GRADING POLICIES

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A-	90-92	3.67	
B+	87-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
C	73-76	2.00	
C-*	70-72	1.67	
D*	60-69	1.00	
F*	<69	0.00	

*Note: "C-" and below is not satisfactory for a licensure course.

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/

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 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.

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

CLASS SCHEDULE

*Faculty reserves the right to alter the schedule, including meeting location, as necessary with notification to students.

Class Meeting	Topics & Learning Objectives	Readings and Major Assignments (DUE BEFORE CLASS)
Week 1 **Wednesday, August 25** **1:30pm – 4:10pm** Face-to Face Thompson L003	**Introduction to Management & Instruction** • I can explore the InTASC Standards addressing management, planning, and instruction. • I can describe my existing beliefs about planning and management. • I can identify the characteristics of effective teaching/teachers. • I can use teacher reflection to facilitate my professional learning. • I can describe strategies for building relationships with students and a positive community among learners. • I can identify the elements of morning meeting and explain its role in creating a positive learning community.	**Text:** • Doubet & Hockett (2018), Ch. 1: How do I build a family of learners? (read pp. 9-15, skim pp. 18-37) **Blackboard:** • Arends (2012), A perspective on effective teaching for the 21st century (pp. 19-30) • Hindman & Stronge (2009), Reflecting on teaching: Examining your practice is one of the best ways to improve it • InTASC Standards (2013), Summary of Updated inTASC Core Teaching Standards (pp. 8-9) • Responsive Classroom (2016) What is Morning Meeting? • Responsive Classroom (2011) The Power of Morning Meeting • Responsive Classroom (2020) The first 10 days of Morning Meetings: Purposeful and engaging plans in response to COVID-19 (pp. 5-7)
Week 2 **Wednesday, September 1** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Management: How do I approach developing respectful relationships with students?** • I can explore how language informs student/teacher relationships and a positive learning community. • I can deconstruct the practice of building respectful relationships and identify these in practice. • I can describe the developmental needs of students and draw connections to planning and management. • I can describe the features of small conversations and use these as a tool for building respectful relationships.	**Text:** • Denton (2015), Introduction: Why our words matter (pp. 1-11) *and* Ch. 1: General Guidelines for Teacher Language (pp. 12-31) • Hammond (2015), Ch. 1: Climbing out of the gap (pp. 12-20) *and* Ch. 5: Building the foundation of learning partnerships (pp. 72-87) • Wood (2017), Getting the most out of *Yardsticks* (pp. 21-27) *and* read the guidelines for ages of students in your field experience placement **Blackboard:** • Small Conversations (video)

| Week 3

Wednesday, September 8

1:30pm – 4:10pm
Face-to-Face
Thompson L003	**Management & Instruction: How can I become a culturally responsive, anti-racist educator?** • I can describe the various ways in which learners are different. • I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students. • I can describe the attributes of an anti-racist educator and discuss how culture, bias, and sociopolitical contexts impact my work as a teacher. • I can explain how my beliefs and culture impact how I build relationships with students.	**Text:** • Hammond (2015), Ch. 2: What's culture got to do with it? (pp. 21-35) **Blackboard:** • Burden & Byrd (2019), Ch. 2: Knowing and connecting with your students (pp. 22-38) • Dhaliwal et al. (2020), Educator bias is associated with racial disparities in student achievement and discipline • Kendi (2020), The difference between being "not racist" and antiracist (watch at least 4:25-15:15) • Moss Lee (2012), Creating an anti-racist classroom • Schwartz (2019), How Ibram X. Kendi's definition of antiracism applies to schools • Simmons (2020), 6 ways to be an antiracist educator (video)
Week 4

Wednesday, September 15

1:30pm – 4:10pm
Face-to Face
Thompson L003 | **Instruction: What guides my planning and instruction?**
• I can locate, describe and deconstruct the Virginia SOLs and associated resources from the VDOE website.
• I can identify the phases of the instructional cycle and explain the importance of clear instructional planning.
• I can describe the various ways in which instruction might be organized at the elementary level (units, lessons, minilessons).
• I can review the curriculum for representation of multiple voices.
• I can describe the role of assessment in instructional planning. | **Text:**
• Chappuis & Stiggins (2020), Ch. 1: Understanding assessment's role in learning (pp. 1-21)
• Doubet & Hockett (2018), Introduction: Differentiation gets an upgrade (pp. 1-5)

Blackboard:
• Arends (2012), Ch. 3: Teacher planning (pp. 93-111 only)
• InTASC Standards (2013), Standard #7: Planning for instruction (pp. 34-37)
• Learning for Justice (2020), All students need anti-racism education |

Week 5 **Wednesday, September 22** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Instruction: What are some teacher-centered approaches to planning and teaching?** • I can describe the elements of a lesson plan. • I can identify the components of a gradual release lesson plan. • I can align the components of a gradual release lesson with the elements of a lesson plan.	**Text:** • N/A **Blackboard:** • Elements of a Lesson Plan (pdf) • Fisher & Frey (2013), Ch. 1: Learning, or not learning, in school (Gradual Release overview)
Week 6 **Wednesday, September 29** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Instruction: What are some student-centered approaches to planning and teaching?** • I can identify models and strategies associated with student-centered (constructivist) teaching. • I can align the components of a constructivist lesson with the elements of a lesson plan. • I can describe strategies for incorporating anti-bias education into my lesson activities.	**Text:** • N/A **Blackboard:** • Burden & Byrd (2019), Ch. 6: Student-centered instructional strategies • Learning for Justice (2018), Critical practices for anti-bias education: Instruction
Week 7 **Wednesday, October 6** **1:30pm – 4:10pm** Asynchronous On-line (See Blackboard)	**Instruction: How do we create learning objectives?** • I can explain the importance of backward design in instructional planning. • I can describe KUDs and their role in effective elementary lesson planning. • I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.	**DUE: High Leverage Practice: Small Conversations Activity** **Text:** • Chappuis & Stiggins (2020), Ch. 3: Defining the intended learning (pp. 49-97) • Doubet & Hockett (2018), Ch. 2: Articulating Learning Goals (read pp. 41-55, skim pp. 58-70) **Blackboard:** • N/A

Week 8 **Wednesday, October 13** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Instruction: How do we design lessons that are both rigorous and scaffolded?** • I can construct KUDs/SMART objectives using the Virginia SOLs as a framework. • I can incorporate cognitive taxonomies (e.g., Bloom's) into lesson planning.	**Text:** • N/A **Blackboard:** • Arends (2012), Ch. 3: Instructional objectives & Taxonomies for selecting instructional objectives (pp. 111-118) • Armstrong (n.d.), Bloom's Taxonomy
Week 9 **Wednesday, October 20** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Instruction: How can I meet the needs of all my students?** • I can use backward design in instructional planning. • I can construct KUDs/SMART objectives using the Virginia SOLs as a framework. • I can distinguish between differentiated instruction, accommodations, and modifications.	**DUE: Draft of Investigation #1: Climate, Culture, Community** **Text:** • *Review* Doubet & Hockett (2018), Introduction: Differentiation gets an upgrade (pp. 1-5) **Blackboard:** • Burden & Byrd (2019), Ch. 2: Knowing and connecting with your students • IRIS Center (n.d.), What should teachers know about accommodations for students with disabilities? • IRIS Center (n.d.), Practices confused with accommodations • IRIS Center (n.d.), Accommodations versus modifications
Week 10 **Wednesday, October 27** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Management: What are some approaches to classroom management? PART 1** • I can identify the elements of a Responsive Classroom. • I can identify the elements of PBIS. • I can describe how Responsive Classroom and PBIS might work in conjunction with one another as a classroom management approach.	**Text:** • *N/A* **Blackboard:** • Charney (1991), Introduction (pp. 3-8), Ch. 1: Intentions (pp. 9-18), *and* Ch. 2: (pp. 19-50) • Manning & Bucher (2013), Positive Behavior Support (pp. 190-193) • Northeast Foundation for Children (2009), PBIS and the Responsive Classroom approach

Week 11 **Wednesday, November 3** 1:30pm – 4:10pm Face-to-Face Thompson L003	**Management: What are some approaches to classroom management? PART 2** • I can identify the attributes of Kounin's management theory. • I can identify the elements of Assertive Discipline. • I can describe six features of classroom design. • I can identify critical practices of antiracism in designing classroom space and managing the learning community.	**DUE: Draft of Investigation #2: Elements of Lesson Planning** **Text:** • N/A **Blackboard:** • Edupedia (2018), What is the Kounin Model? • Drew (2019), 11 key features of Assertive Discipline Theory • Weinstein & Romano (2019), Six Features of Classroom Design • McKenna (2019), Uncovering the lessons of classroom furniture: You are where you sit (pp. 26-32)
Week 12 **Wednesday, November 10** 1:30pm – 4:10pm Face-to-Face Thompson L003	**Management & Instruction: What is the role of trauma in the classroom and how might I be trauma-informed in my approach to instruction and management?** • I can describe the role of trauma in understanding and responding to student behavior. • I can identify trauma-informed teaching strategies.	**DUE: Morning Meeting Implementation & Reflection Assignment (PBA)** **Text:** • N/A **Blackboard:** • Gorski (2020), How trauma-informed are we, really? • Keels (2020), Building racial equity through trauma-responsive discipline • Minahan (2019), Trauma-informed teaching strategies • Souers & Hall (2020) Trauma is a word – not a sentence
Week 13 **Wednesday, November 17** 1:30pm – 4:10pm Face-to-Face Thompson L003	**Management: How might I address minor misbehaviors in the classroom?** • I can describe strategies for addressing minor misbehaviors including logical consequences. • I can define zero tolerance policies and identify their impact on students in the short- and long-terms.	**DUE: Draft of Investigation #3: Connections to Management Models & Teacher Language** **Text:** • N/A **Blackboard:** • Kang-Brown et al. (2013), A generation later: What we've learned about zero tolerance in schools • Learning for Justice (2018), Critical practices for anti-bias education: Classroom culture • Seifert & Sutton (2009) Responding to student misbehavior (pp. 150-155) • WeAreTeachers Staff (2021), What teachers need to know about restorative justice

Week 14 **Wednesday, November 24**	**NO CLASS – THANKSGIVING RECESS**	<mark>DUE: **Final copy of Field Investigations: Planning, Instruction, and Management Inquiry (all three Investigations plus Final Synthesis)**</mark>
Week 15 **Wednesday, December 1** **1:30pm – 4:10pm** Face-to-Face Thompson L003	**Management & Instruction: Who do I want to be as a teacher and how will that guide my planning, instruction, and management?** • 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, and/or multicultural education lens. • I can describe my evolving teacher identity and relate it to my philosophy of classroom management and instruction. **Course Evaluations** **Course Wrap-Up**	**Text:** • N/A **Blackboard:** • Christopherson (2019), [“Apprenticeship by Observation” and the role of reflection](#) • Glossary of Education Reform (2015), [Hidden curriculum](#) • Koch (2020), Teaching and vision (pp. 24-26) • Nieto (2018), Ch. 2: Defining multicultural education for school reform (pp. 30-46) *and* A model for multicultural education (pp. 333-337) <mark>**DUE December 6: Vision of Myself as a Teacher**</mark>

ELED 305
Morning Meeting Implementation & Reflection PBA Rubric
*Subject to modification based on COVID/Field Placements

	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Exemplary)
Lesson 1: Required Components	Includes 2 or less of the 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	Includes 3 of the 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	Includes all 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	
Lesson 1: Lesson Plan	Is not developmentally appropriate and well-conceptualized.	Is somewhat developmentally appropriate and well-conceptualized.	Is developmentally appropriate and well-conceptualized.	Is exceptionally developmentally appropriate and well-conceptualized.
Lesson 1: Annotated Lesson Video	Video does not include comments OR comments demonstrate no initial reflection OR No video is submitted through GoReact.	A video with comments demonstrating some initial reflection is submitted through GoReact.	A video with comments demonstrating clear and detailed initial reflection is submitted through GoReact.	A video with comments demonstrating extensive and detailed initial reflection is submitted through GoReact.
Lesson 1: Summative Reflection	Does not provide a reflection or reflection addresses **0-3 prompts**.	Limited reflection and/or reflection addresses only **4 prompts**.	Clear and detailed reflection that addresses **all 5 prompts**.	Extensive, specific, and detailed reflection that addresses **all 5 prompts**.
Lesson 2: Required Components	Includes 2 or less of the 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	Includes 3 of the 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	Includes all 4 required components of a Morning Meeting: Greeting, Share, Activity, and Message.	
Lesson 2: Lesson Plan	Is not developmentally appropriate and well-conceptualized.	Is somewhat developmentally appropriate and well-conceptualized.	Is developmentally appropriate and well-conceptualized.	Is exceptionally developmentally appropriate and well-conceptualized.
Lesson 2: Annotated Lesson Video	Video does not include comments OR comments demonstrate no initial reflection OR No video is submitted through GoReact.	A video with comments demonstrating some initial reflection is submitted through GoReact.	A video with comments demonstrating clear and detailed initial reflection is submitted through GoReact.	A video with comments demonstrating extensive and detailed initial reflection is submitted through GoReact.
Lesson 2: Summative Reflection	Does not provide a reflection or reflection addresses **0-3 prompts**.	Limited reflection and/or reflection addresses only **4 prompts**.	Clear and detailed reflection that addresses **all 5 prompts**.	Extensive, specific, and detailed reflection that addresses **all 5 prompts**.