

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

***ELED 443 Section 004***  
***Children, Family, Culture, and Schools, Ages 4-12 (3 credits)***  
Fall 2021 (August 23 – December 16)  
Wednesdays, 4:30pm- 7:10pm, Thompson Hall L004

**Professor:** Swati Mehta, PhD  
**Virtual Office Hours:** by appointment  
**Office Location:** Thompson Hall  
**Office Phone:** 703.304.2487  
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**Recommended Prerequisites:**  
EDUC 200: Introduction to Teaching  
EDUC 301: Introduction to Diverse Learners

**University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children’s developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

**Course Overview:** This course examines the socioemotional, physical, cognitive and speech/language development of children ages 4-12 and how it intersects with the ecological and sociocultural factors operating within schools. Teacher candidates will explore how research on the brain, human development, and the interaction of families and culture within schools impact their planning, management, and instructional delivery.

**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 in-person (76% or more) and incorporate some asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @ gm.u.edu) and email password. The course site will be available on or before August 23, 2021. This course will use a combination of Blackboard Collaborate Ultra and Google Slides for any synchronous online course delivery. Class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. or further, as expected in a**

**face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *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](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](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 Blackboard Collaborate Ultra 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. Course Week: Our course week will begin on the day that our in-person meetings take place as indicated on the Schedule of Classes.
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 are expected to attend all scheduled in-person class 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. Students can meet with the instructor in-person, 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. You should allot 24 hours for the instructor to respond on weekdays and note that emails will not be responded to on weekends.
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: 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 students to:

1. Detail the stages of typical human development in the domains of: (a) cognition, (b) speech and language, (c) social/emotional and (d) physical in children ages 4-12.
2. Identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Read and reflect upon contemporary theories of human development their relevance to educational practices in elementary schools.
4. Understand current research on the brain, its role in learning, and implications for instruction
5. Examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions.
6. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. Identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

## 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 #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.

### 8 VAC 20-25-30. Virginia State Technology Standards for Instructional Personnel:

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

## REQUIRED TEXTS:

Slavin, R. E. (2015). *Educational psychology: Theory and practice (12<sup>th</sup> ed.)*. Boston, MA: Pearson.

Hammond, Zaretta. *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (1st Ed)*: Corwin Publishing

\*\*Additional selected readings will be posted on Blackboard.

*Accessing course materials/reserves will look differently this semester. Mason Libraries has recently acquired a new resource management system called Leganto to help reduce student costs by encouraging the use of materials free to the Mason community. Leganto links library resources and other required materials to this Blackboard course for easy access. To view course readings and other materials click on [Leganto Menu Link Name] in this course's 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)\

### **Assignments and/or Examinations:**

#### **1. Attendance and Participation (29 points total)**

It is expected that you attend class session 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 in person 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 attendance and participation includes completion of all in-person and asynchronous application activities and is worth 29 points of your final grade in the course. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- Graphic organizers included in asynchronous work
- Peer review and group in-person and asynchronous work

#### **2. Child Abuse Recognition and Intervention Training (CARI) (1 point)**

As a part of this course, you will complete the Child Abuse Recognition and Intervention Training (CARI) online modules required by the state of Virginia for licensure. You will submit a copy of your certificate to Blackboard to demonstrate completion of this task, which is worth 1 point of your final grade in the course.

#### **3. Child Development Observation/Community Mapping Documentation Logs (30 points total)**

Using the template provided in class, you will complete three observation journals, documenting aspects of child development studied in this course. The observations will focus on the following aspects of child development: 1) social/emotional, 2) physical, and 3) cognitive/speech/language. In each journal, you will describe the research you have gleaned from your course readings, what you observed or might expect to observe in a classroom, and how this information might inform your future practice as it relates to that aspect of child development. Additionally, you will document unique ecological and sociocultural factors you observe or learn about that influence students' daily school experiences.

#### **4. PBA: Understanding Diverse Learners through Community Mapping and Action Planning (40 points total)**

Part 1 will be completed in groups. You will be assigned a group based on school assignments to:

**PART 1** Collaboratively construct a community map of your school community. The purpose of community mapping is for students to consider the myriad of ecological and sociocultural factors that influence students' daily school experiences. Your group, you will create a presentation (15-20 minutes max) in any format you prefer that introduces your peers to the following aspects of your specified classroom and school:

- a. A visual tour of both your school and the surrounding community
- b. School description/demographics
- c. Community description/demographics
- d. Aspects of your school that make it unique
- e. Intersection of course readings/discussions and Child Development Observation Documentation Logs

Part 2 of the PBA will be completed individually:

**PART 2.** Based on your understanding of the influence of child development, families and communities, ecological and sociocultural factors, you will make a recommendation for a specific action that could be taken to improve the learning experiences for the students.

Specific guidelines for this assignment, along with a template, will be distributed in class. The rubric used to evaluate both the community mapping and the action plan can be found at the end of this syllabus. This PBA, to include the community mapping as well as the action plan, is worth 40 points of your final grade in the course.

#### **Work Timeliness Expectations**

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.

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. Graduate and professional writing can be

difficult; I encourage you to take advantage of this service.

[http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

*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>Assignments</i>   | <i>Total Points</i>        | <i>Due Date</i>     |
|------------------------|--|----------------------------|---------------------|
| 1, 2, 3, 4, 5, 6       | Attendance and Participation   | 29                         | ongoing             |
| n/a                    | CARI Training  | 1                          | Sept. 22            |
| 1, 3                   | Child Development/Community Mapping<br>Observation Documentation Logs              | 30<br><i>(each log 10)</i> | Various<br>Sept-Nov |
| 1, 2, 3, 4, 5, 6       | *PBA: Understanding Diverse Learners through Community Mapping and Action Planning | 40                         | Dec. 8              |

\*Performance-based assessment (PBA)

### GRADING POLICIES

The grading for this course is as follows:

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

**\*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](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/> .**

## TENTATIVE CLASS SCHEDULE

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

| Class Meeting   | Guiding Questions/Topics   | Readings and Assignments<br>(DUE BEFORE In Person SESSION)   |
|---|--|--|
| <p><b>Wednesday, August 25</b><br/> <b>4:30pm – 7:10pm</b><br/>                     In-Person</p> <p style="text-align: center;"><b>Class 1</b></p>   | <p><i>Getting to know each other!</i></p> <p><i>How does educational psychology pertain to my work as an elementary teacher?</i></p> <p><i>Who are we as individuals?</i></p> <p><i>Who are we as future teachers and what does culturally responsive teaching have to do with me?</i></p> <p><i>How do we organize to best serve our students and our profession?</i></p>   | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Blackboard readings as assigned, which may include:                             <ul style="list-style-type: none"> <li>○ Willing to Be Disturbed (Wheatley, 2002)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Syllabus Review</li> <li>● Additional work as assigned on Blackboard, including:                             <ul style="list-style-type: none"> <li>○ Online Modules for APA &amp; Honor Code</li> </ul> </li> </ul>  |
| <p><b>Wednesday, September 1</b><br/> <b>4:30pm – 7:10pm</b><br/>                     In-Person</p> <p style="text-align: center;"><b>Class 2</b></p> | <p><i>Why is the ecological model of development relevant for schools, teaching and student learning?</i></p> <p><i>What aspects of the community tell its story? What do we notice and observe to learn about the community we serve?</i></p> <p><i>How will the documentation logs support application of my learning for this course and the final performance based assessment?</i></p> <p>Outline Assignment #2: Template for Child Development/School Mapping Observation Documentation Logs</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Slavin, Chapter 1</li> <li>● Slavin (pp. 36-37)</li> <li>● Blackboard readings as assigned, which may include:                             <ul style="list-style-type: none"> <li>○ Ecological Models of Human Development (Bronfenbrenner, 1994)</li> <li>○ Ecological Model Handout</li> <li>○ Understanding Children in Context</li> </ul> </li> <li>● Review Template for Child Development/Community Mapping Observation Documentation Logs</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Additional work as assigned on Blackboard</li> </ul> |

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| <p><b>Wednesday, September 8</b><br/> <b>4:30pm – 7:10pm</b><br/> In-Person</p> <p><b>Class 3</b></p>  | <p><i>Culturally Responsive Teaching and me?</i></p> <p><i>How do I prepare to be a Culturally Responsive Educator?</i></p>     | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Slavin, Chapter 4</li> <li>● Hammond Ch 2 What's Culture Got to do with It?</li> <li>● Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ Towards A Conception of Culturally Responsive Classroom Management (Weinstein, Tomlinson-Clarke, &amp; Curran, 1994)</li> <li>○ But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (Ladson-Billings, 1995)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>○ Additional work as assigned on Blackboard</li> <li>○ Complete CARI training</li> </ul> |
| <p><b>Wednesday, September 15</b><br/> <b>4:30pm – 7:10pm</b><br/> In-Person</p> <p><b>Class 4</b></p> | <p><i>What does it mean to become a partner with families?</i></p> <p><i>How will you develop home-school partnerships?</i></p> | <p><b>DUE: Assignment #2 Child Abuse Recognition and Intervention Training Due (CARI)</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> <li>○ Family Engagement and the Responsive Educator (Grant &amp; Ray, 2013, Chapter 1)</li> <li>○ Teacher as Family Communication Facilitator (Grant &amp; Ray, 2013, Chapter 10)</li> </ul> </li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Additional learning/tasks as assigned on Blackboard</li> </ul>   |

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| <p><b>Wednesday, September 22</b><br/> <b>4:30pm – 7:10pm</b><br/> In-Person</p> <p><b>Class 5</b></p>   | <p><i>How do social, emotional and moral concepts influence children’s engagement and learning in the classroom?</i></p> <p><i>What do elementary teachers need to know to support students with mental health needs?</i></p> <p><i>How do we build stronger learning partnerships with our students?</i></p> <p><i>Self-Directed Learning</i><br/> Social/Emotional Child Development<br/> Observation/Community Mapping Documentation Log</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Hammond Chapter 5</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Work on Social/Emotional Child Development Observation/Community Mapping Documentation Log</li> </ul>   |
| <p><b>Wednesday, September 29</b><br/> <b>4:30pm – 7:10pm</b><br/> In-Person</p> <p><b>Class 6</b></p>   | <p><i>What factors influence physical development and learning?</i></p> <p>Physical Development Observation/Community Mapping Documentation Log</p> <p><i>PBA Overview Workshop</i><br/> Part 1 Community Mapping<br/> Part 2 Action Plan Recommendation</p>  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Complete Social/Emotional Child Development Observation/Community Mapping Documentation Log</li> <li>• <b>DUE:</b> Submit Log Draft on Blackboard for Feedback</li> </ul> |
| <p><b>Wednesday, October 6</b><br/> <b>4:30pm – 7:10pm</b></p> <p>Asynchronous</p> <p><b>Class 7</b></p> | <p><i>Self-Directed Learning</i><br/> Physical Development Observation/Community Mapping Documentation Log</p> <p><i>Log Feedback Meetings</i></p>  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Slavin, Chapter 2 (pp. 22-36 only)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Work on Physical Development Observation/Community Mapping Documentation Log</li> </ul>  |

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| <p><b>Wednesday, October 13</b><br/><b>4:30pm – 7:10pm</b></p> <p>In-Person</p> <p><b>Class 8</b></p>  | <p><i>What theories of cognitive development influence how we teach elementary students?</i></p> <p><i>What informs students' cognitive functioning in the classroom? How do language and speech develop?</i></p>                              | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Slavin, Chapter 6</li> <li>● Part III, Chapter 8, Hammond</li> <li>● Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Complete Physical Development Observation/Community Mapping Documentation Log</li> </ul> |
| <p><b>Wednesday, October 20</b><br/><b>4:30pm – 7:10pm</b></p> <p>In-Person</p> <p><b>Class 9</b></p>  | <p><i>How Do We Build Intellectual Capacity?</i></p> <p><i>Self-Directed Learning</i></p> <p>Cognitive/Speech Language Development Observation/Community Mapping Documentation Log</p>   | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Part III, Chapter 9, Hammond</li> <li>● Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Work on Cognitive/Speech/Language Development Observation/Community Mapping Documentation Log</li> </ul>              |
| <p><b>Wednesday, October 27</b><br/><b>4:30pm – 7:10pm</b></p> <p>In-Person</p> <p><b>Class 10</b></p> | <p><i>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</i></p> <p><i>How will you motivate your students?</i></p> <p><i>Community Mapping Group Work Time</i></p> | <p><b>DUE: Assignment #2 Submit ALL THREE Child Development/Community Mapping Observation Documentation Logs</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Slavin, Chapter 11</li> <li>● Slavin, Chapter 10</li> <li>● Blackboard readings as assigned</li> </ul> <p><b>Watch/Do:</b></p>                       |

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|  |   | <ul style="list-style-type: none"> <li>• Complete Cognitive Development Observation/Community Mapping Documentation Log</li> <li>• Submit all three observation logs on Blackboard</li> </ul>  |
| <b>Wednesday November 3<br/>4:30pm – 7:10pm</b><br><br>Asynchronous<br><br><b>Class 11</b> | <i>Asynchronous Class</i><br><br><i>Group Planning Community Mapping Presentation</i> | <b>Read:</b> <ul style="list-style-type: none"> <li>• Blackboard readings as assigned</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard including: <ul style="list-style-type: none"> <li>○ Action Plan Idea Proposal</li> </ul> </li> </ul>  |
| <b>Wednesday, November 10<br/>4:30pm – 7:10pm</b><br><br><b>Class 12</b>                   | <i>Community Mapping Presentations</i><br><br><i>ACTION PLAN WORKSHOP</i>             | <b>DUE: Assignment #3 in Blackboard - PBA Part 1 Community Mapping Due (Each student uploads after group presentation)</b><br><br><b>Read:</b> <ul style="list-style-type: none"> <li>• Slavin, Chapter 12</li> <li>• Scenarios</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>• Additional work as assigned on Blackboard, including: <ul style="list-style-type: none"> <li>○ Begin Action Plan Draft</li> </ul> </li> </ul> |
| <b>Wednesday, November 17<br/>4:30pm – 7:10pm</b><br><br><b>Class 13</b>                   | <i>Community Mapping Presentations</i><br><br><i>ACTION PLAN PEER REVIEW WORKSHOP</i> | <b>DUE: Assignment #3 in Blackboard - PBA Part 1 Community Mapping Due (Each student uploads after group presentation)</b><br><br><b>Read:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>Watch/Do:</b>  |

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|  |  | <ul style="list-style-type: none"> <li>● Additional work as assigned on Blackboard, including: <ul style="list-style-type: none"> <li>○ Action Plan Draft</li> </ul> </li> </ul>   |
| <p><b>Wednesday, December 1</b><br/><b>4:30pm – 7:10pm</b></p> <p>In-Person</p> <p><b>Class 14</b></p> | <p><i>Course Wrap-Up</i></p> <p><i>Course Evaluations</i></p>  | <p><b>DUE: Peer Review Feedback Due to Critical Friend</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>● Additional work as assigned on Blackboard, including: <ul style="list-style-type: none"> <li>○ Peer Review Feedback</li> </ul> </li> </ul> |
| <p><b>Wednesday, December 8</b></p>  | <p><i>Asynchronous Class</i></p> <p><i>PBA Conferences</i></p> | <p><b>DUE: Assignment #3 in Blackboard PBA PART 2 Understanding Diverse Learners Action Plan</b></p>   |
| <p><b>Wednesday, December 15</b></p>   | <p><i>Asynchronous Class</i></p>                               | <p><b>DUE: Revisions to Assignment #3- PBA PART 2 Understanding Diverse Learners Action Plan PBA</b></p>   |

**PBA: Understanding Diverse Learners (Community Mapping Action Plan Proposal) Rubric**

| <b>Standards</b>  | <b>Beginning (not met)<br/>1</b>   | <b>Developing (not met)<br/>2</b>  | <b>Proficient (met)<br/>3</b>  | <b>Distinguished (met)<br/>4</b>   |
|---|--|--|--|--|
| <b>Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12.</b> | Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to create an adequate action plan addressing students' development supported by examples | Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to create brief action plan addressing students' development with some reference to theoretical perspectives | Content is accurate, generally complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to create action plan addressing students' development, from several theoretical perspectives | Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to create detailed action plan addressing students' whole development, abilities, interests, values and cultural background from many theoretical perspectives |
| <b>Uses child development theory to create an action plan/proposal related to students' physical development within the school.</b>   | Limited description and discussion includes few aspects with little or no reference to child development theory  | Description and discussion include some aspects with brief reference to child development theory   | Description and discussion include all aspects with general reference to child development theory  | Exhaustive description and discussion include all aspects with detailed reference to child development theory  |
| <b>Uses child development theory to create action plan related to students' cognitive development within the school.</b>  | Limited description and discussion includes few aspects with little or no reference to child development theory  | Description and discussion include some aspects with brief reference to child development theory   | Description and discussion include all aspects with general reference to child development theory  | Exhaustive description and discussion include all aspects with detailed reference to child development theory  |
| <b>Uses child development theory to create an action plan related to students'</b>  | Limited description and discussion include few aspects   | Description and discussion include some aspects with   | Description and discussion include all aspects with  | Exhaustive description and discussion include all aspects  |



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| <b>social/emotional development within the school.</b>   | with little or no reference to child development theory   | brief reference to child development theory  | general reference to child development theory   | with detailed reference to child development theory  |
| <b>Demonstrates understanding that children aged 4-12 differ in their development.</b>   | Does not show understanding or knowledge of how and why children differ in their development  | Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher          | Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher      | Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher      |
| <b>Demonstrates understanding that children aged 4-12 differ in their approaches to learning.</b>  | Fails to show evidence of knowledge and understanding of how students' learning is influenced by experiences, talents, disabilities, language and culture | Inadequate evidence of knowledge and understanding of how students' learning is influenced by experiences, talents, disabilities, language and culture | Stated or implied evidence of knowledge and understanding of how students' learning is influenced by experiences, talents, disabilities, language and culture | Clearly stated evidence of knowledge and understanding of how students' learning is influenced by experiences, talents, disabilities, language and culture |
| <b>Demonstrates knowledge of the school's sociocultural and ecological factors including:</b><br>•Community<br>•Family<br>•Demographics (e.g., race/ethnicity, language, religion) | Does not demonstrate awareness and knowledge of sociocultural and ecological factors operating within the school  | Demonstrates limited detail and knowledge of sociocultural and ecological factors operating within the school  | Demonstrates some detail and general knowledge of all sociocultural and ecological factors operating within the school  | Demonstrates clear, explicit detail and comprehensive knowledge of all sociocultural and ecological factors operating within the school                    |
| <b>Demonstrates understanding of how the sociocultural context within a particular school can affect development.</b>  | No discussion of sociocultural implications for development   | Limited discussion of sociocultural implications for development and little reference to specific school context                                       | Full discussion of sociocultural implications for development with general reference to specific school context   | Extensive and specific discussion of sociocultural implications for development with particular reference to specific school context                       |

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| <b>Demonstrates understanding of how the sociocultural context within a particular school can affect learning.</b>  | No discussion of sociocultural implications for learning   | Limited discussion of sociocultural implications for learning and little reference to specific school context  | Full discussion of sociocultural implications for learning with general reference to specific school context  | Extensive and specific discussion of sociocultural implications for learning with particular reference to specific school context  |
| <b>Organization</b><br><i>Action plan and accompany adhere to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.</i>   | Action plan and memo are poorly organized. Memo does not include an introduction and/or conclusion and provides no synthesis of the aims of the action plan. | Action plan and memo are organized logically. Memo includes an ineffective introduction and/or conclusion, uses few transitions, and provides little synthesis of the aims of the action plan. | Action plan and memo are organized logically. Memo includes introduction and conclusion, uses some inconsistent transitions, and provides a broad synthesis of the aims of the action plan. | Action plan and memo are highly organized. Memo includes superior introduction and conclusion, uses effective transitions, and provides synthesis of the aims of the action plan |
| <b>Written Mechanics</b><br><i>Action plan and is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.</i> | Careless editing. <b>More than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format               | Some attempt at editing. <b>Fewer than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format   | Careful editing. <b>Fewer than 3 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format  | Superior editing. <b>No errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format  |