

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

***ELED 401 Section 002***  
***Classroom Management and Instructional Strategies for Diverse Learners (3 credits)***  
Spring 2022 (January 24 – May 18)  
Mondays, 1:30pm-4:10pm  
Face-to-Face (Thompson L019)

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**Office Hours:** By appointment  
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**Cell Phone:** \*will be provided in class  
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**Registration Restriction:** Admission to Elementary Education program

**Prerequisites:**

ELED 305: Foundations of Elementary Methods and Management

**University Catalog Course Description:** Examines classroom management techniques and instructional strategies for creating an inclusive community and designing and implementing engaging, effective instruction in diverse elementary classrooms.

**Course Overview:** This course examines classroom management techniques for establishing classroom norms, routines, and procedures and for addressing minor student misbehaviors. Teacher candidates will explore, analyze, and implement high-leverage instructional practices associated with effective elementary educators. These include creating and managing small group work, leading whole group discussions, rehearsing management routines, and posing questions.

**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 a face-to-face format** using **primarily face-to-face, as well as asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see “Class Schedule” for details). 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 before the first day of class.

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.

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

### *Expectations*

1. Course Week: Our course week will begin on the day that our synchronous 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.
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 students to:

- A. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to ensure an inclusive, positive learning environment (INTASC 2).
- B. Design a positive, supportive instructional environment 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 instructional strategies and high-leverage practices, including posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines to 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 and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning, and assessment (INTASC 1, 7).
- E. Demonstrates knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.
- F. 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).

- G. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).
- H. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21<sup>st</sup> century (INTASC 9).
- I. Understand the nature of teachers' work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents (INTASC 9, 10).
- J. Understand, possess, and integrate the knowledge, skills, dispositions, and processed 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:**

#### **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 be used across multiple courses in multiple semesters and/or internship.**

\*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* (2<sup>nd</sup> 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.

\*Wood, C. (2017). *Yardsticks: Child and adolescent development ages 4-14* (4th ed.). Center for Responsive Schools.

\*\*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 (35%)**

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 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
- NearPod lesson activities
- Lesson plan analyses
- Graphic organizers and activities associated with weekly content
- Observation notes

## **2. Elementary Lesson Planning (30%)**

**DUE: Monday, February 28 and March 28**

A key aspect of this course is to understand and apply the basic principles of effective instructional planning to constructing lessons that meet the developmental and instructional needs of your students. For this assignment, you will design two separate lessons: (1) a lesson written in the Gradual Release of Responsibility/Direct Instruction model and (2) a lesson written in a constructivist model of your choice.

- **Lesson #1: Gradual Release Lesson**, written individually (due February 28)
- **Lesson #2: Constructivist Lesson**, written individually or with a partner (due March 28)

Each of these lessons will employ engaging instructional strategies, cooperative learning, and/or thinking routines reviewed in the course and will include alignment with one or more Virginia state standards and high-leverage teaching practices. The lessons should be written using the provided “GMU Lesson Planning Template.” You should include all of the following required components, which have also been highlighted yellow in the template:

- Standards
- Objectives (the KUDs)
- Materials (be specific!!)
- Total time and time per lesson part
- Technology (if applicable)
- Differentiation
- Procedures (note: these should be scripted out):
  - Hook/Link (Opening)
  - Detailed Steps (Developmental Activities and Closing)
  - Checks for Understanding – should be incorporated throughout lesson, as well as copied and pasted into a summary list under the “Checks for Understanding” heading
- Assessment

- Accommodations and Modifications for students with disabilities and multilingual learners

Specific guidelines for each lesson, the GMU Lesson Planning Template, and the rubric used to evaluate each lesson, will be distributed in class. Each lesson is worth 15%, for a total of 30% of your final grade in the course.

### **3. Reflection on Student Data Project (10%)**

**DUE: Monday, April 25**

Another key aspect of this course is to learn how to differentiate your instruction based on information you have gathered about your students, formally and informally. For this assignment, you will work with a small group to reflect on a set of student readiness, interest, and learning preference data and identify next steps for instruction. Specifically, you will compile assessment data in a digestible format, identify patterns and trends you notice in the data, and discuss the implications of this information on your planning related to a specific set of KUDs.

A model for organizing and reflecting on data will be discussed and practiced in class. Specific guidelines for this assignment, as well as the rubric used to evaluate it, will be provided in class. This assignment is worth 10% of your final grade in the course.

### **4. PBA: Classroom Management Plan (25%)**

**DUE: Monday, May 9**

You will 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 responsive and anti-racist principles, and should include the following components:

- **Part 1: An overview of your management philosophy (3-4 paragraphs)**
  - Your evolving conception of your teacher identity
  - The principles you believe are most important in working with children
  - The role of culturally responsive and anti-racist principles in your management philosophy
  - How you see your identity, important principles in working with children, and role of CRT leading you to utilize key ideas from one or more of the four management models discussed in ELED 305, including your plans for proactive and reactive classroom management
  - *Note: This should be updated from what you submitted for ELED 305. It should incorporate additional principles and/or thinking acquired in ELED 401.*
- **Part 2: A schematic diagram of your classroom**
  - Include a detailed classroom map. This map should include clearly identified/labeled instructional spaces. Consider floor *and* wall spaces



- (i.e., don't forget to include a description of items you plan to include on the walls).
- Provide a 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.
    - Choose one grade level on which to focus and include a broad overview of key content for that grade level.
    - Close with methods for communication (i.e., newsletter, Twitter, Class Dojo, etc.) and methods for contacting you.
  - **Part 4: A description of 8 anticipated procedures and routines**
    - Description should include what each will look/sound like.
    - Rationale for inclusion of each procedure or routine is included.
  - **Part 5: A description of your plan for developing classroom norms, rules, community, and relationships**
    - Detail the process you will use to create classroom norms with students
    - Identify the classroom rules you will establish as a teacher
    - Describe ideas for building community within the classroom
    - Identify strategies for developing authentic relationships with students
  - **Part 6: A description of your plan for addressing minor misbehaviors**
    - Identify multiple approaches for how you will address student misbehavior, including rationale for choosing to use those approaches with students

This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment is provided at the end of the syllabus. This PBA is worth 25% of your final grade in the course.

### **Other Requirements:**

#### **Work Timeliness Expectations**

All assignments are to be submitted by **11:59 PM on 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 and may include an automatic 10% reduction on the assignment score.** 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. *Please note that assignments submitted in PDF format will not be accepted.*

Assignments should be saved with your Preferred Name and Assignment Title (e.g., **Holly\_Gradual Release Lesson**). All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7<sup>th</sup>) 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)

*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>%</i>	<i>Due Date</i>
A-J	Attendance & Participation	35%	ongoing
A-D, F, H, J	Elementary Lesson Planning	15% each for a total of 30%	Gradual Release Lesson: Feb. 28 Constructivist Lesson: Mar. 28
A-D, F-J	Reflection on Student Data Project	10%	April 25
A-C, E, H, J	*PBA: Classroom Management Plan	25%	May 9

\*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; "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/>

### 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	Topics & Learning Objectives	Readings and Major Assignments (DUE BEFORE CLASS)
<p>Week 1</p> <p><b>Monday, January 24</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Setting the Stage for a Differentiated Classroom</b></p> <ul style="list-style-type: none"> <li>• I can identify the differences between rules and norms.</li> <li>• I can use students' hopes and dreams to develop classroom norms.</li> <li>• I can describe the elements of differentiated instruction.</li> <li>• I can identify high-leverage practices I need to develop as a teacher.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• EL Education (n.d.), Creating and using norms</li> <li>• Northeast Foundation for Children (2007), Creating rules with students</li> <li>• Tomlinson &amp; Moon (2013). Ch. 1: Differentiation, An overview</li> <li>• University of Michigan Teaching Works (n.d.), High-leverage practices for teaching</li> <li>• Wood (2017), Getting the most out of <i>Yardsticks</i> (pp. 21-27) AND read the guidelines for ages of students in your field experience placement</li> </ul>
<p>Week 2</p> <p><b>Monday, January 31</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Becoming a Culturally Responsive Practitioner</b></p> <ul style="list-style-type: none"> <li>• I can describe the elements of anti-bias education.</li> <li>• I can describe strategies for developing meaningful relationships with students from culturally, linguistically, and socioeconomically diverse backgrounds.</li> <li>• I can design a culturally responsive classroom environment.</li> <li>• I can identify practices for creating culturally responsive lessons.</li> </ul> <p><i>Introduce Classroom Management Plan (PBA)</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Adilow (2019) Name (pp. 21-22)</li> <li>• Muhammad (2020) Ways to understand and teach identity (pp. 71-77)</li> <li>• Learning for Justice (2020), Social Justice Standards Anti-Bias Framework (pp. 3-7)</li> <li>• Nichols (2020) A guide to equity &amp; antiracism for educators</li> <li>• Center for Research, Diversity, and Excellence, University of California (n.d), Five standards of effective pedagogy</li> </ul>

<p>Week 3</p> <p><b>Monday, February 7</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Instructional Planning: Revisiting Backward Design to Sequence and Plan Instruction</b></p> <ul style="list-style-type: none"> <li>• I can use backward design in instructional planning.</li> <li>• I can construct KUDs using the Virginia SOLs as a framework.</li> <li>• I can appropriately sequence lessons within a unit of instruction and activities within a lesson.</li> <li>• I can design a lesson in the gradual release format.</li> <li>• I can describe the importance of explicit instruction in meeting the needs of students with disabilities.</li> </ul> <p><i>Introduce Gradual Release Lesson</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Hammond (2015), Ch. 8: Information processing to build intellectual capacity (pp. 128-138 only)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Archer &amp; Hughes (2011), Ch. 2: Designing lessons – Skills and strategies</li> <li>• Brownell et al. (2020), Teaching students with disabilities – and all students who need a learning boost</li> <li>• <i>Review</i> Learning for Justice (2018), Critical practices for anti-bias education: Instruction</li> <li>• <i>Review</i> Fisher &amp; Frey (2013), Ch. 1: Learning, or not learning, in school (Gradual Release Overview)</li> </ul>
<p>Week 4</p> <p><b>Monday, February 14</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Instructional Planning: Constructivist Approaches to Teaching and Learning</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 design lessons with interactive and engaging learning experiences.</li> <li>• I can design a lesson using a constructivist approach.</li> <li>• I can scaffold instruction for multilingual learners.</li> </ul> <p><i>Introduce Constructivist Lesson</i></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Doubet &amp; Hockett, Ch. 4 (Part 1 <i>and</i> Part 2)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• <i>Review</i> Burden &amp; Byrd (2018), Ch. 6: Student-centered instructional strategies (pp. 144-157 and 164-166 only)</li> <li>• Staehr Fenner &amp; Snyder (2017), Ch. 3: Scaffolding instructions for ELs</li> <li>• Video: Concept attainment</li> </ul>

<p>Week 5</p> <p><b>Monday, February 21</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Instructional Planning: Focus Lessons &amp; the Role of Assessment in Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe the purpose and attributes of a focus lesson.</li> <li>• I can design an effective think-aloud.</li> <li>• I can identify the differences between formative and summative assessment.</li> <li>• I can connect assessment to differentiating instruction.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Calkins (2015), ELA mini-lessons</li> <li>• Focus lesson examples</li> <li>• Tomlinson &amp; Moon (2013), Ch. 2: Assessment and differentiation – A framework for understanding</li> <li>• Video: Kindergarten focus lesson</li> </ul>
<p>Week 6</p> <p><b>Monday, February 28</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Instructional Planning: Questioning Strategies</b></p> <ul style="list-style-type: none"> <li>• I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions.</li> </ul>	<p><b>DUE: Gradual Release Lesson</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Denton (2014), Ch. 3: Open-ended questions</li> <li>• <i>Review</i> Doubet &amp; Hockett, Ch. 4, “Questioning Frameworks” (pp. 161-168)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Kohn (2016), “Your hand’s not raised? Too bad: I’m calling on you anyway.”</li> </ul>
<p>Week 7</p> <p><b>Monday, March 7</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Management &amp; Instructional Planning: Managing &amp; Leading Discussions</b></p> <ul style="list-style-type: none"> <li>• I can construct and manage culturally responsive, rigorous whole group discussion.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Staehr Fenner &amp; Snyder (2017), Ch. 4: Academic conversations – A tool for fostering ELs’ oral language development</li> <li>• Zwiers (2019), Ch. 1: Academic conversations</li> </ul>
<p>Week 8</p> <p><b>Monday, March 14</b></p>	<p><b>NO CLASS – SPRING BREAK</b></p>	

<p>Week 9</p> <p><b>Monday, March 21</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Management &amp; Instructional Planning: Implementing Small Group Work &amp; Cooperative Learning Activities</b></p> <ul style="list-style-type: none"> <li>• I can design and manage small group work effectively.</li> <li>• I can design and implement cooperative learning structures in the whole group and small group settings.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• University of Michigan Teaching Works (n.d.) <ul style="list-style-type: none"> <li>○ Setting up and managing small group work</li> <li>○ Planning for small group work</li> <li>○ Giving directions for small group work</li> </ul> </li> <li>• Walsh &amp; Sattes (2015), Structured small group discussion: Using protocols to scaffold skills for discussion</li> </ul>
<p>Week 10</p> <p><b>Monday, March 28</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Instructional Planning: Formative Assessment &amp; Thinking Routines</b></p> <ul style="list-style-type: none"> <li>• I can design lessons that incorporate checks for understanding throughout all parts of a lesson.</li> </ul> <p><i>Introduce Reflection on Student Data Project</i></p>	<p><b>DUE: Constructivist Lesson</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• JIGSAW: <ul style="list-style-type: none"> <li>○ Cash (2017), Ch. 9: Critical thinking</li> <li>○ Cash (2017), Ch. 10: Creative thinking</li> </ul> </li> <li>• Himmele &amp; Himmele (2011), Ch. 4: On-the-spot TPTs</li> <li>• McTighe (2021), 8 quick checks for understanding</li> <li>• Video: Introduction to Thinking Routines</li> </ul>
<p>Week 11</p> <p><b>Monday, April 4</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Management: Establishing Procedures &amp; Routines</b></p> <ul style="list-style-type: none"> <li>• I can identify the routines and procedures necessary to establish in order to make an elementary classroom run smoothly and effectively.</li> <li>• I can describe the steps of interactive modeling and its importance in establishing routines and procedures in classrooms.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Responsive Classroom (2015), Looking ahead to next year: The first days of school</li> <li>• Northeast Foundation for Children (2007), Proactively teaching behavior through interactive modeling (pp. 115-117)</li> <li>• Wilson (2011), For classroom order, friendliness, and calm: Try interactive modeling</li> <li>• Review Charney, Chapter 2</li> <li>• Videos: Interactive modeling</li> </ul>



<p>Week 12</p> <p><b>Monday, April 11</b></p> <p>Asynchronous Online (see Blackboard)</p>	<p><b>Management: Proactive Classroom Management</b></p> <ul style="list-style-type: none"> <li>I can describe strategies for creating rules and norms.</li> <li>I can describe how to implement logical consequences.</li> <li>I can identify strategies for proactively managing student behavior.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Charney, Ch. 3: Rules (pp. 51-64)</li> <li>Charney, Ch. 4: Using logical consequences (pp. 65-74)</li> <li>Learning for justice (n.d.), Critical practices for anti-bias education: Classroom culture</li> <li>Romano &amp; Weinstein (2019), Ch. 5: Establishing expectations for behavior</li> </ul>
<p>Week 13</p> <p><b>Monday, April 18</b></p> <p>1:30pm – 4:10pm Thompson L019</p>	<p><b>Teacher Language: Reinforcing, Reminding, Redirecting</b></p> <ul style="list-style-type: none"> <li>I can identify and provide examples of reminding, reinforcing, and redirecting language.</li> <li>I can describe the importance of different types of teacher language in proactive and reactive discipline.</li> </ul> <p><b>Management: Designing classroom space for inclusive teaching and learning</b></p> <ul style="list-style-type: none"> <li>I can apply the six features of classroom design to a classroom map.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Denton (2014), Ch. 5: Reinforcing language</li> <li>Denton (2014), Ch. 6: Reminding language</li> <li>Denton (2014), Ch. 7: Redirecting language</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Review Romano &amp; Weinstein (2019), Ch. 2: Designing physical environments (Six Features of Classroom Design)</li> </ul>
<p>Week 14</p> <p><b>Monday, April 25</b></p> <p>1:30pm – 4:10pm Thompson L019</p>	<p><b>Management: Addressing &amp; Preventing Student Misbehavior</b></p> <ul style="list-style-type: none"> <li>I can explore the pros and cons of rewards.</li> <li>I can evaluate various strategies for addressing minor misbehaviors.</li> </ul>	<p><b>DUE: Reflection on Student Data Project</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Cave (2017), 5 ways to reward students the right way</li> <li>Keels (2021), What schools need now: Relational discipline</li> <li>Souers &amp; Hall (2016), Names, Labels, and the Need for Control</li> <li>Souers &amp; Hall (2016), Grace</li> <li>Smith et al. (2015), Ch. 1: Punitive or restorative – The choice is yours</li> </ul>

<p>Week 15</p> <p><b>Monday, May 2</b></p> <p><b>1:30pm – 4:10pm</b> Thompson L019</p>	<p><b>Building Community with Families</b></p> <ul style="list-style-type: none"> <li>I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds.</li> </ul> <p><b>Course Evaluations</b> <b>Course Wrap-Up</b></p>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Learning for Justice (n.d.), Critical practices for anti-bias education: Family &amp; community engagement</li> <li>Gonzales (2019), “Aren’t you on the parent listserv?”</li> </ul>
<p><b>Monday, May 9</b></p>	<p><b>NO CLASS</b></p>	<p><b>DUE: Classroom Management Plan (PBA)</b></p>

**ELED 401**  
**PBA: Classroom Management Plan Rubric**

<b>Standards</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
<b>Overview of Management Philosophy</b>	Little or no description of what you believe to be the most important principles in working with children; rationale may be missing. Little or no connection between these principles, your evolving teacher identity, and culturally responsive teaching, and your management philosophy. Little or no evidence of one or more management models discussed in ELED 305.	Some description of what you believe to be the most important principles in working with children; rationale may be missing. Some connection between these principles, your evolving teacher identity, and culturally responsive teaching, and your management philosophy. Insufficient evidence of one or more management models discussed in ELED 305.	Detailed description of what you believe to be the most important principles in working with children, with rationale. Connection between these principles, your evolving teacher identity, and culturally responsive teaching, and your management philosophy. Clear evidence of one or more management models discussed in ELED 305.	Extensive and thorough description of what you believe to be the most important principles in working with children, with detailed rationale. Clear connection between these principles, your evolving teacher identity, and culturally responsive teaching, and your management philosophy. Explicit reference to one or more management models discussed in ELED 305.
<b>Schematic Diagram of Classroom &amp; Accompanying Description</b>	Classroom map may not be included or contains limited details. Minimal or no explanation of how each of the six features of classroom design informs your classroom map.	Classroom map is included, but includes limited details. Limited explanation of how each of the six features of classroom design informs your classroom map.	Detailed classroom map is included. Clear explanation of how each of the six features of classroom design informs your classroom map.	Detailed classroom map is included. Extensive, specific, and detailed explanation of how each of the six features of classroom design informs your classroom map.
<b>Welcome to School Letter</b>	Letter is unfriendly and unprofessional in tone. It does not include all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the	Letter may be unfriendly or unprofessional in tone. It may or may not include all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be	Letter is friendly and professional in tone. It includes all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the classroom during	

	classroom during the year. Evidence of culturally responsive instruction and/or family engagement strategies is missing.	used in the classroom during the year. Evidence of culturally responsive instruction and/or family engagement strategies is missing.	the year. Evidence of culturally responsive instruction and family engagement strategies is included.	
<b>Description of Procedures &amp; Routines</b>	Description of less than 8 anticipated procedures and routines is included, without describing how each should “look” and “sound.” Rationale for establishing these procedures is not provided.	Description of less than 8 anticipated procedures and routines is included; may or may not describe how each should “look” and “sound.” Rationale for establishing these procedures may or may not be provided.	Description of 8 anticipated procedures and routines is included, along with how each should “look” and “sound.” Rationale for establishing these procedures is provided.	Detailed description of 8 anticipated procedures and routines is included, along with how each should “look” and “sound.” Clear rationale for establishing these procedures is provided.
<b>Plan for Establishing Norms and Rules &amp; Building Community and Relationships</b>	Plan for establishing classroom norms and community is not communicated. AND Description of teacher-specified classroom rules and ideas for building authentic relationships with students is not included.	Plan for establishing classroom norms or community is not communicated. Description of teacher-specified classroom rules or ideas for building authentic relationships with students is not included.	Plan for establishing classroom norms and community is communicated. Description of teacher-specified classroom rules and ideas for building authentic relationships with students is included.	Clear plan for establishing classroom norms and community is communicated. Detailed description of teacher-specified classroom rules and ideas for building authentic relationships with students is included.
<b>Plan for Addressing Minor Misbehaviors</b>	Plan for addressing minor misbehaviors does not include multiple and/or effective approaches. Rationale for utilizing these approaches is not provided.	Plan for addressing minor misbehaviors does not include multiple and/or effective approaches. Rationale for utilizing these approaches is provided.	Plan for addressing minor misbehaviors includes multiple, effective approaches. Rationale for utilizing these approaches is provided.	
<b>Connections to Course Readings &amp; Discussions and Emphasis on Culturally Responsive &amp; Anti-Racist Principles</b>	Assignment overall does not include multiple references to course readings and discussions. Culturally responsive and anti-racist principles are not embedded.	Assignment overall does not include multiple references to course readings and discussions. OR Culturally responsive and anti-racist principles are not embedded.	Assignment overall includes multiple references to course readings and discussions. Culturally responsive and anti-racist principles are embedded.	

Score: \_\_\_\_ out of 25 points