

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

***ELED 305 Section 005***  
***Foundations of Elementary Methods and Management (3 credits)***

Fall 2022 (August 22 – December 14)

Mondays, 10:30am-1:10pm

Face-to-Face (Thompson 1020, Fairfax Campus)

**Name:** Dr. Holly Glaser  
**Office Hours:** By appointment  
**Office Location:** Thompson 1407  
**Cell Phone:** provided in class  
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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 **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 on Monday, August 15, 2022.

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 Tuesday before each week listed in 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 5 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 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 21<sup>st</sup> 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/or ELED 402.**

\*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.

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

**RECOMMENDED TEXTS:**

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4<sup>th</sup> ed.). Center for Responsive Schools.

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grades K-8*. Northeast Foundation for Children. (available online @<https://eric.ed.gov/?id=ED369531>)

**COURSE PERFORMANCE EVALUATION:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

**Assignments and/or Examinations:**

1. **Attendance and Participation (30%)**

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
- NearPod lesson activities
- Lesson plan analyses
- Graphic organizers and activities associated with weekly content/readings
- Exit tickets

## 2. **Elementary Lesson Planning: Gradual Release Lesson (15%)**

**DUE: Tuesday, October 11 (Draft) and Monday, October 31 (Final)**

A key aspect of ELED 305 and ELED 401 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 a lesson written in the Gradual Release of Responsibility/Direct Instruction model. In ELED 401, you will have the opportunity to design additional lessons in other instructional models.

The lesson you design 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.” Before submitting a final copy of your lesson plan, you will first submit a draft for instructor feedback (see dates specified above).

Your lesson plan 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 of I Do, We Do, You Do 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

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

**3. Field Investigations: Planning, Instruction, and Management Inquiry (20%)**  
**DUE: Monday, October 3 and Monday, November 14**

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 two 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.

1. **Investigation #1: Elements of Lesson Planning (due October 3)**
2. **Investigation #2: Classroom Management (due November 14)**

The guided exploration document, as well as the rubric used to evaluate this assignment, will be provided in class. Each investigation is worth 10% each, for a total of 20% of your final grade in the course.

**4. PBA: Morning Meeting Implementation & Reflection Assignment (25%)**  
**DUE: Monday, November 21**

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:** After you have planned the Morning Meeting, you need to actually implement the Morning Meeting. 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: Annotate:** After implementing your Morning Meeting, you will reflect upon your teaching experience by using the comments feature in your lesson plan document. 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 3 (Annotated Lesson Plan) and Part 4 (Summative Reflection) for *each Morning Meeting lesson*. This assignment will serve as your performance-based assessment (PBA) for the course. The rubrics used to evaluate this assignment can be found at the end of this syllabus. Both lessons and their associated reflections are collectively worth 25% of your final grade in the course.

**5. Vision of Myself as a Teacher (10%)**

**DUE: Monday, December 5**

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 will become Part 1 of your Classroom Management Plan, which you will continue to develop in the next course, ELED 401. To complete this assignment, you will write an overview of your management philosophy that addresses the **following four prompts (one paragraph per prompt):**

1. Your evolving conception of your teacher identity
2. The principles you believe are most important in working with children (and why) *(you must make references to course readings in this paragraph)*
3. The role of culturally responsive and anti-racist principles in your management philosophy *(you must make references to course readings in this paragraph)*
4. 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 management models discussed in ELED 305, including your plans for proactive and reactive classroom management *(you must make references to course readings in this paragraph)*

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:**

**Work Timeliness & Assignment 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.** 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.***

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. 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 advance notice of any modifications.*

**COURSE PERFORMANCE EVALUATION WEIGHTING**

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date (due by 11:59 PM)</i>
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A-I	Attendance and Participation	30%	Weekly
A, C-F	Elementary Lesson Planning: Gradual Release Lesson	15%	Draft: October 11 Final: October 31
A-H	Field Investigations: Planning, Instruction, and Management Inquiry	10% each for a total of 20%	Inv. #1: October 3 Inv. #2: November 14
A, C-G	*PBA: Morning Meeting Implementation & Reflection Assignment	25%	November 21
A, B	Vision of Myself as a Teacher	10%	December 5
TOTAL		100%	

\*Performance-based assessment (PBA)

### GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	
C-	70-72	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<69	

### PROFESSIONAL DISPOSITIONS

ELED 305 005 Syllabus - Glaser, Fall 2022

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, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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/>.**

## CLASS SCHEDULE

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

Session	Topics & Learning Objectives	Readings (DUE BEFORE CLASS)
Class 1  <b>Monday, August 22</b>	<b>Introduction to Management &amp; Instruction</b> <ul style="list-style-type: none"> <li>• I can explore the InTASC Standards addressing management, planning, and instruction.</li> <li>• I can describe my existing beliefs about planning and management.</li> <li>• I can identify the characteristics of effective teaching/teachers.</li> <li>• I can use teacher reflection to facilitate my professional learning.</li> <li>• I can describe strategies for</li> </ul>	<b>Text:</b> <ul style="list-style-type: none"> <li>• Doubet &amp; Hockett (2018), Ch. 1: How do I build a family of learners? (read pp. 9-15, skim pp. 18-37)</li> </ul> <b>Blackboard:</b> <ul style="list-style-type: none"> <li>• Arends (2012), <a href="#">A perspective on effective teaching for the 21<sup>st</sup> century</a> (pp. 19-30)</li> <li>• Hindman &amp; Stronge (2009), <a href="#">Reflecting on teaching: Examining your practice is one of the best ways to improve it</a></li> <li>• Responsive Classroom (2016), <a href="#">What is Morning Meeting?</a></li> <li>• Video: Morning Meeting</li> </ul>
Class 2  <b>Monday, August 29</b>	<b>Management: How do I approach developing respectful relationships with students?</b> <ul style="list-style-type: none"> <li>• I can explore how language informs student/teacher relationships and a positive learning community.</li> <li>• I can deconstruct the practice of building respectful relationships and identify these in practice.</li> <li>• I can define culturally</li> </ul>	<b>Text:</b> <ul style="list-style-type: none"> <li>• Denton (2015), Introduction: Why our words matter <i>and</i> Ch. 1: General Guidelines for Teacher Language</li> <li>• Hammond (2015), Ch. 1: Climbing out of the gap <i>and</i> Ch. 5: Building the foundation of learning partnerships</li> </ul> <b>Blackboard:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Monday, September 5</b>	<b>NO CLASS – LABOR DAY HOLIDAY</b>	

<p>Class 3</p> <p><b>Monday, September 12</b></p>	<p><b>Instruction: What guides my planning and instruction?</b></p> <ul style="list-style-type: none"> <li>I can locate, describe and deconstruct the Virginia SOLs and associated resources from the VDOE website.</li> <li>I can identify the phases of the instructional cycle and explain the importance of clear instructional planning.</li> <li>I can describe the various ways in which instruction might be organized at the elementary level (units, lessons, minilessons).</li> <li>I can review the curriculum for representation of multiple</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Doubet &amp; Hockett (2018), Introduction: Differentiation gets an upgrade (pp. 1-5)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Arends (2012), Ch. 3: Teacher planning (pp. 93-111 only)</li> <li>Tomlinson &amp; Moon (2013), Ch. 2: Assessment and differentiation – A framework for understanding</li> <li>VDOE Website Introduction Video</li> </ul>
<p>Class 4</p> <p><b>Monday, September 19</b></p>	<p><b>Instruction: How do we create learning objectives? How do we design lessons that are both rigorous and scaffolded?</b></p> <ul style="list-style-type: none"> <li>I can explain the importance of backward design in instructional planning.</li> <li>I can describe KUDs and their role in effective elementary lesson planning.</li> <li>I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Doubet &amp; Hockett (2018), Ch. 2: Articulating Learning Goals (read pp. 41-55, skim pp. 58-70)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Arends (2012), Ch. 3: Instructional objectives &amp; Taxonomies for selecting instructional objectives (pp. 111-118)</li> <li>Armstrong (n.d.), <a href="#">Bloom's Taxonomy</a></li> <li>Elements of a Lesson Plan (pdf)</li> </ul>
<p>Class 5</p> <p><b>Monday, September 26</b></p>	<p><b>Instruction: What are some approaches to planning and teaching?</b></p> <ul style="list-style-type: none"> <li>I can identify the components of a gradual release lesson plan.</li> <li>I can align the components of a gradual release lesson with the elements of a lesson plan</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>Fisher &amp; Frey (2021), Ch. 1: Learning and the intentional act of teaching (pp. 1-14; Gradual Release overview)</li> <li>McTighe (2021), 8 quick checks for understanding</li> </ul>
<p>Class 6</p> <p><b>Monday, October 3</b></p>	<p><b>Instruction: What are some approaches to planning and teaching?</b></p> <ul style="list-style-type: none"> <li>I can identify models and strategies associated with constructivist teaching.</li> <li>I can align the components of a constructivist lesson with the elements of a lesson plan.</li> <li>I can describe strategies for incorporating anti-bias education into my lesson</li> </ul>	<p><b>DUE: Investigation #1 (Elements of a Lesson Plan)</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>Burden &amp; Byrd (2019), Ch. 6: Student-centered instructional strategies</li> <li>Ideas for Great Hooks</li> <li>Learning for Justice (2018), <a href="#">Critical practices for anti-bias education:</a></li> </ul>

<p>Class 7</p> <p><b>Tuesday*, October 11</b></p> <p><b>*Monday classes meet on Tuesday due to Fall Break</b></p>	<p><b>Management &amp; Instruction: How can I become a culturally responsive, anti-racist educator?</b></p> <ul style="list-style-type: none"> <li>I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students.</li> <li>I can describe the attributes of an anti-racist educator and discuss how culture, bias, and sociopolitical contexts impact my work as a teacher.</li> </ul>	<p><b>DUE: Gradual Release Lesson Plan (Draft)</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Hammond (2015), Ch. 2: What's culture got to do with it?</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Video: Kendi (2020), <a href="#">The difference between being "not racist" and antiracist</a> (watch at least 4:25-15:15)</li> <li>Moss Lee (2012), <a href="#">Creating an anti-racist classroom</a></li> <li>Schwartz (2019), <a href="#">How Ibram X. Kendi's definition of antiracism applies to schools</a></li> </ul>
<p>Class 8</p> <p><b>Monday, October 17</b></p>	<p><b>Instruction: How can I meet the needs of all my students?</b></p> <ul style="list-style-type: none"> <li>I can describe the various ways in which learners are different.</li> <li>I can distinguish between differentiated instruction, accommodations, and modifications.</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>IRIS Center (n.d.), What is an IEP?</li> <li>Lee (n.d.), The 13 disability categories under IDEA</li> <li>Morin (n.d.), Common accommodations and modifications in school</li> <li>Video: Special education: Everything you need to know</li> <li>Video: Accommodations and modifications for students with</li> </ul>
<p>Class 9</p> <p><b>Monday, October 24</b></p>	<p><b>Management: What are some approaches to classroom management? How should I set up my classroom to meet the needs of my students?</b></p> <ul style="list-style-type: none"> <li>I can identify the elements of a Responsive Classroom.</li> <li>I can describe six features of classroom design.</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 (1991), <a href="#">Introduction (pp. 3-8), Ch. 1: Intentions (pp. 9-18), and Ch. 2: (pp. 19-50)</a></li> <li>Weinstein &amp; Romano (2019), Six Features of Classroom Design</li> <li>Video: Responsive Classroom</li> </ul>
<p>Class 10</p> <p><b>Monday, October 31</b></p>	<p><b>Management: What are some approaches to classroom management?</b></p> <ul style="list-style-type: none"> <li>I can identify the elements of Assertive Discipline.</li> <li>I can identify critical practices of antiracism in designing classroom space and managing the learning community.</li> <li>I can define zero tolerance policies and identify their</li> </ul>	<p><b>DUE: Gradual Release Lesson Plan (Final)</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>Drew (2019), <a href="#">11 key features of Assertive Discipline Theory</a></li> <li>Learning for Justice (2018), <a href="#">Critical practices for anti-bias education: Classroom culture</a></li> <li>Smith et al. (2015), Ch. 1: Punitive or</li> </ul>



<p>Class 11</p> <p><b>Monday, November 7</b></p>	<p><b>Management: What are some approaches to classroom management?</b></p> <ul style="list-style-type: none"> <li>I can identify the elements of PBIS.</li> <li>I can explore the pros and cons of rewards.</li> <li>I can identify the attributes of Kounin’s management theory.</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>Edupeia (2018), <a href="#">What is the Kounin Model?</a></li> <li>Manning &amp; Bucher (2013), Positive Behavior Support (pp. 190-193)</li> <li>Northeast Foundation for Children (2009), PBIS and the Responsive Classroom approach</li> </ul>
<p>Class 12</p> <p><b>Monday, November 14</b></p>	<p><b>Management: How might I address minor misbehaviors in the classroom?</b></p> <ul style="list-style-type: none"> <li>I can describe strategies for addressing minor misbehaviors including logical consequences.</li> </ul>	<p><b>DUE: Investigation #2 (Classroom Management)</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>1, 2, 3, Magic</li> <li>Charney, Ch. 4: Using logical consequences (pp. 65-74)</li> <li>Seifert &amp; Sutton (2009) <a href="#">Responding to</a></li> </ul>
<p>Class 13</p> <p><b>Monday, November 21</b></p>	<p><b>Management &amp; Instruction: What is the role of trauma in the classroom and how might I be trauma-informed in my approach to instruction and management?</b></p> <ul style="list-style-type: none"> <li>I can describe the role of trauma in understanding and responding to student behavior.</li> <li>I can identify trauma-informed teaching strategies.</li> </ul>	<p><b>DUE: Morning Meeting Implementation &amp; Reflection Assignment (PBA)</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>Keels (2020), Building racial equity through trauma-responsive discipline</li> <li>Minahan (2019), Trauma-informed teaching strategies</li> <li>Zacarian et al. (2020), Meeting student trauma with an asset-based approach</li> </ul>
<p>Class 14</p> <p><b>Monday, November 28</b></p>	<p><b>Management &amp; Instruction: Who do I want to be as a teacher and how will that guide my planning, instruction, and management?</b></p> <ul style="list-style-type: none"> <li>I can critique various models (Kounin, RC, PBIS, Assertive Discipline) and approaches to classroom management/ building school culture (Restorative Justice, Positivity Project) using a culturally responsive, anti-racist, and/or multicultural education lens.</li> <li>I can describe my evolving teacher identity and relate it to my philosophy of classroom management and 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>Christopherson (2019), <a href="#">“Apprenticeship by Observation” and the role of reflection</a></li> <li>Glossary of Education Reform (2015), <a href="#">Hidden curriculum</a></li> </ul>

<b>Monday, December 5</b>	<b>EXAM WEEK</b>	<b>DUE: Vision of Myself as a Teacher</b>
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**ELED 305**  
**Morning Meeting Implementation & Reflection (PBA)**  
**Lesson 1 Assignment Rubric**

	<b>1 (Beginning)</b>	<b>2 (Developing)</b>	<b>3 (Proficient)</b>
<b><i>Lesson 1: Required Components</i></b>	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.
<b><i>Lesson 1: Lesson Plan</i></b>	Is not developmentally appropriate and well-conceptualized.	Is somewhat developmentally appropriate and well-conceptualized.	Is developmentally appropriate and well-conceptualized.
<b><i>Lesson 1: Annotations on Lesson Plan</i></b>	A lesson plan with 3 or fewer comments is submitted. AND/OR Comments demonstrate no initial reflection on lesson implementation.	A lesson plan with 4-5 comments is submitted. AND/OR Comments demonstrate some initial reflection on lesson implementation.	A lesson plan with at least 6 comments is submitted. Comments demonstrate clear and detailed initial reflection on lesson implementation.
<b><i>Lesson 1: Summative Reflection</i></b>	Does not provide a reflection or reflection addresses <b>0-3 prompts</b> .	Limited reflection and/or reflection addresses only <b>4 prompts</b> .	Clear and detailed reflection that addresses <b>all 5 prompts</b> .

Score: \_\_\_\_\_ out of 12 points

**ELED 305**  
**Morning Meeting Implementation & Reflection (PBA)**  
**Lesson 2 Assignment Rubric**

	<b>1 (Beginning)</b>	<b>2 (Developing)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
<b>Lesson 2: Required Component s</b>	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.	
<b>Lesson 2: Lesson Plan</b>	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. Incorporates lessons learned from first morning meeting lesson implementation.
<b>Lesson 2: Annotation s on Lesson Plan</b>	A lesson plan with 3 or fewer comments is submitted. AND/OR Comments demonstrate no initial reflection on lesson implementation.	A lesson plan with 4-5 comments is submitted. AND/OR Comments demonstrate some initial reflection on lesson implementation.	A lesson plan with at least 6 comments is submitted. Comments demonstrate clear and detailed initial reflection on lesson implementation.	
<b>Lesson 2: Summative Reflection</b>	Does not provide a reflection or reflection addresses <b>0-3 prompts.</b>	Limited reflection and/or reflection addresses only <b>4 prompts.</b>	Clear and detailed reflection that addresses <b>all 5 prompts.</b>	

Score: \_\_\_\_ out of 13 points