

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

ELED 305 Section 009
Foundations of Elementary Methods and Management (3 credits)
Fall 2023 (August 21 – December 13)
Tuesdays, 1:30-4:10pm
Face-to-Face (Horizon Hall 3012, Fairfax Campus)

Instructor: Jenni Coakley
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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 methods** via Blackboard 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 or before Tuesday, August 15, 2023.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous 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
2. To get a list of supported operating systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

1. Course Week: Our course week will begin on the Wednesday 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 21st century. (INTASC 9)
- H. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10)
- I. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds

and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

PROFESSIONAL STANDARDS:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

- Denton, P. (2014). *The power of our words* (2nd ed.). Center for Responsive Schools.*
- Doubet, K. J., & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD.*
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage.*
- Additional selected readings will be posted on Blackboard.

RECOMMENDED TEXTS:

- Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th 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/SLL, hard copy).

Assignments and/or Examinations:

1. Attendance and Participation (30%)

It is expected that you attend all face-to-face meetings outlined in the syllabus and complete all asynchronous activities assigned in Blackboard. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, it is your responsibility to inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. **After three absences, students will not be able to earn a passing grade and must retake the class.**

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

2. Morning Meeting Implementation & Reflection Assignment (20%)

DUE: Tuesday, September 26

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 20% of your final grade in the course.

3. Elementary Lesson Planning: Gradual Release Lesson (20%)

DUE: Tuesday, October 17 (Draft); Tuesday, October 31 (Micro-Teaching); Tuesday, November 14 (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 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 and will include alignment with one or more Virginia state standards. The lesson 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 peer feedback. After you have revised your lesson plan based on peer feedback, you will teach your gradual release lesson plan during class (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

Note: This is a shared assignment with ELED 410. You will construct your gradual release lesson plan as an interactive read aloud. Ideally, you would revise and conduct your micro-teaching in ELED 305 before implementing the lesson with students in ELED 410. The final version of the lesson plan should reflect your learning and feedback received from peers, instructors, and students.

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 20% of your final grade in the course.

4. Investigations in the Field: Planning, Instruction, and Management Inquiry (20%) **DUE: Tuesday, October 3 and Tuesday, November 28**

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 28)

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.

5. Meeting Licensure Requirements: VCLA Test Registration (10%)

DUE: Tuesday, December 5

To support timely completion of licensure requirements, you are expected to upload evidence of either registration for, or test scores received, for the required Virginia Communication and Literacy Assessment (VCLA). Links and supporting resources will be provided as applicable.

This assignment is worth 10% of your final grade in the course (5% for the proof of registration or score report and 5% for the completed goal-setting or reflection form).

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 (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive 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>
A-I	Attendance and Participation	30%	Weekly
A, C-G	*PBA: Morning Meeting Implementation & Reflection Assignment	20%	Sep. 26
A, C-F	Elementary Lesson Planning: Gradual Release Lesson	20%	Draft: Oct. 17 Micro-Teaching : Oct. 31 Final: Nov. 14
A-H	Field Investigations: Planning, Instruction, and Management Inquiry	10% each for a total of 20%	Inv. #1: Oct. 3 Inv. #2: Nov. 28
	Meeting Licensure Requirements: VCLA Registration Ticket	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

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, 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.

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.

Class Meeting	Topics & Learning Objectives	Readings & Assignments (DUE BEFORE CLASS)
<p>Class 1</p> <p>Tuesday, Aug. 22 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Introduction to Management & Instruction</p> <ul style="list-style-type: none"> • I can explore the InTASC Standards addressing management, planning, and instruction. • I can describe my existing beliefs about planning and management. • I can identify the characteristics of effective teaching/teachers. • I can use teacher reflection to facilitate my professional learning. • I can describe strategies for building relationships with students and a positive community among learners. • I can identify the elements of morning meeting and explain its role in creating a positive learning community. <p><i>Assignment Intro: Morning Meeting</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 1: How do I build a family of learners? (read pp. 9-15, skim pp. 18-37) • Arends (2012), A perspective on effective teaching for the 21st century (pp. 19-30) • Hindman & Stronge (2009), Reflecting on teaching: Examining your practice is one of the best ways to improve it • Responsive Classroom (2016), What is Morning Meeting? <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Morning Meeting • Getting Started Survey • What's in the Sack? Activity
<p>Class 2</p> <p>Tuesday, Aug. 29 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management: How do I approach developing respectful relationships with students?</p> <ul style="list-style-type: none"> • I can explore how language informs student/teacher relationships and a positive learning community. • I can deconstruct the practice of building respectful relationships and identify these in practice. • I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students. <p><i>Assignment Intro: VCLA Registration Ticket</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Denton (2015), Introduction: Why our words matter <i>and</i> Ch. 1: General Guidelines for Teacher Language • Hammond (2015), Ch. 1: Climbing out of the gap <i>and</i> Ch. 5: Building the foundation of learning partnerships <p>Watch/Do:</p> <ul style="list-style-type: none"> • Trust Generators Activity

<p>Class 3</p> <p>Tuesday, Sep. 5 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Instruction: What guides my planning and instruction?</p> <ul style="list-style-type: none"> • I can locate the Virginia SOLs and associated resources on the VDOE website. • I can identify the phases of the instructional cycle and explain the importance of clear instructional planning. • I can describe the various ways in which instruction might be organized at the elementary level. • I can describe the role of assessment in instructional planning. 	<p>Read:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Introduction: Differentiation gets an upgrade • Arends (2012), Ch. 3: Teacher planning (pp. 93-111) • Tomlinson & Moon (2013), Ch. 2: Assessment and differentiation – A framework for understanding (pp. 17-21) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: VDOE Website Introduction • VDOE Scavenger Hunt
<p>Class 4</p> <p>Tuesday, Sep. 12 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Instruction: How do we create learning objectives? How do we design lessons that are both rigorous and scaffolded?</p> <ul style="list-style-type: none"> • I can explain the importance of backward design in instructional planning. • I can describe KUDs and their role in effective elementary lesson planning. • I can construct KUDs using the Virginia SOLs as a framework. • I can incorporate cognitive taxonomies (e.g., Bloom’s) into writing learning targets (the ‘Do’s). <p><i>Assignment Intro: Investigations in the Field</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 2: Articulating Learning Goals (read pp. 41-55, skim pp. 60-70) • Armstrong (n.d.), Bloom’s Taxonomy • Gonzalez (2020), Backward design: The basics <p>Watch/Do:</p> <ul style="list-style-type: none"> • Entry/Exit Ticket
<p>Class 5</p> <p>Tuesday, Sep. 19 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Instruction: What are some approaches to planning and teaching?</p> <ul style="list-style-type: none"> • I can describe the elements of a lesson plan. • I can identify the components of a lesson plan written in the gradual release of responsibility instructional model. • I can align the components of a gradual release lesson with the elements of a lesson plan. • I can identify strategies to check for understanding during a lesson. <p><i>Assignment Intro: Gradual Release Lesson Plan</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Elements of a Lesson Plan • Fisher & Frey (2021), Ch. 1: Learning and the intentional act of teaching (pp. 1-14; Gradual Release overview) • McTighe (2021), 8 quick checks for understanding <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Fisher & Frey (2021), Keys to great teaching – Gradual release of responsibility • Entry/Exit Ticket

<p>Class 6</p> <p>Tuesday, Sep. 26 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Instruction: What are some approaches to planning and teaching?</p> <ul style="list-style-type: none"> • I can name ideas for engaging students’ interest in my lessons. • I can describe strategies for incorporating social justice education into my lesson activities. • I can write a lesson plan in the Gradual Release of Responsibility approach. 	<p>DUE: Morning Meeting Implementation & Reflection Assignment (PBA)</p> <p>Read:</p> <ul style="list-style-type: none"> • Ideas for Great Hooks • Learning for Justice (2023), Critical practices for social justice education: Curriculum and instruction (pp. 4-11) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Work on Gradual Release Lesson Plan
<p>Class 7</p> <p>Tuesday, Oct. 3 Asynchronous Online 1:30-4:10pm</p>	<p>Instruction: How can I meet the needs of all my students?</p> <ul style="list-style-type: none"> • I can write a lesson plan in the Gradual Release of Responsibility approach. • I can describe the various ways in which learners are different. • I can distinguish between differentiated instruction, accommodations, and modifications. 	<p>DUE: Investigation #1 (Elements of a Lesson Plan)</p> <p>Read:</p> <ul style="list-style-type: none"> • IRIS Center (n.d.), What is an IEP? • Lee (n.d.), The 13 disability categories under IDEA • Morin (n.d.), Common accommodations and modifications in school • Staehr Fenner & Snyder (2017), Ch. 3: Scaffolding instructions for ELs <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: VDOE (n.d.), Back to basics – Introduction to special education • Work on Gradual Release Lesson Plan
<p>Tuesday, Oct. 10</p>	<p><i>No Class Meeting – Fall Break Monday classes meet on Tuesday</i></p>	
<p>Class 8</p> <p>Tuesday, Oct. 17 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p><i>Gradual Release Lesson Plan Workshop (in class)</i></p>	<p>DUE BEFORE CLASS: Gradual Release Lesson Plan (Draft)</p> <p>Read:</p> <ul style="list-style-type: none"> • N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> • Work on Gradual Release Lesson Plan

<p>Class 9</p> <p>Tuesday, Oct. 24 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management: What are some approaches to classroom management? How should I set up my classroom to meet the needs of my students?</p> <ul style="list-style-type: none"> • I can identify the elements of a Responsive Classroom. • I can describe six features of classroom design. • I can identify critical practices of social justice education in designing classroom space and managing the learning community. • I can critique various models and approaches to classroom management/building school culture using a culturally responsive lens. 	<p>Read:</p> <ul style="list-style-type: none"> • Charney (1991), Introduction (pp. 3-8), Ch. 1: Intentions (pp. 9-18), <i>and</i> Ch. 2: (pp. 19-50) • Weinstein & Romano (2019), Six Features of Classroom Design • Learning for Justice (2023), Critical practices for social justice education: Culture and climate (pp. 12-19) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Responsive Classroom Overview • Management Models Graphic Organizer (Responsive Classroom) • Six Features of Classroom Design Graphic Organizer
<p>Class 10</p> <p>Tuesday, Oct. 31 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management: What are some approaches to classroom management?</p> <ul style="list-style-type: none"> • I can identify the elements of Assertive Discipline. • I can differentiate between a punitive and restorative approach to classroom discipline. • I can critique various models and approaches to classroom management/building school culture using a culturally responsive lens. 	<p>DUE: Gradual Release Lesson Plan (Micro-Teaching)</p> <p>Read:</p> <ul style="list-style-type: none"> • Drew (2019), 11 key features of Assertive Discipline Theory • Smith et al. (2015), Ch. 1: Punitive or restorative – The choice is yours <p>Watch/Do:</p> <ul style="list-style-type: none"> • Management Models Graphic Organizer (Assertive Discipline) • Prep for Gradual Release Micro-Teaching
<p>Class 11</p> <p>Tuesday, Nov. 7 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management: What are some approaches to classroom management?</p> <ul style="list-style-type: none"> • I can identify the elements of PBIS. • I can identify the attributes of Kounin’s management theory. • I can critique various models and approaches to classroom management/building school culture using a culturally responsive lens. 	<p>Read:</p> <ul style="list-style-type: none"> • Edupedia (2018), What is the Kounin Model? • Center on PBIS (2022), Classroom PBIS <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Big Ideas of PBIS Overview • Management Models Graphic Organizer (PBIS & Kounin)

<p>Class 12</p> <p>Tuesday, Nov. 14 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management: How might I address minor misbehaviors in the classroom?</p> <ul style="list-style-type: none"> I can describe how to use logical consequences, as well as other strategies, to manage minor misbehaviors. 	<p>DUE: Gradual Release Lesson Plan (Final)</p> <p>Read:</p> <ul style="list-style-type: none"> Responsive Classroom Logical Consequences Articles Seifert & Sutton (2009) Responding to student misbehavior (pp. 150-155) 1, 2, 3, Magic <p>Watch/Do:</p> <ul style="list-style-type: none"> Entry/Exit Ticket
<p>Class 13</p> <p>Tuesday, Nov. 21 Asynchronous Online</p>	<p>Management & Instruction: How can I become a culturally responsive educator?</p> <ul style="list-style-type: none"> I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students. I can describe the attributes of a culturally responsive educator and discuss how culture, bias, and sociopolitical contexts impact my work as a teacher. I can explain how my beliefs and culture impact how I build relationships with students. 	<p>Read:</p> <ul style="list-style-type: none"> Hammond (2015), Ch. 2: What’s culture got to do with it? Hammond (2015), Ch. 4: Becoming a culturally responsive practitioner Schwartz (2019), How Ibram X. Kendi’s definition of antiracism applies to schools <p>Watch/Do:</p> <ul style="list-style-type: none"> Video: Kendi (2020), The difference between being “not racist” and antiracist (watch at least 4:25-15:15) What is My Culture? Photo Project Exit Ticket
<p>Class 14</p> <p>Tuesday, Nov. 28 Face-to-Face 1:30-4:10pm Horizon Hall 3012</p>	<p>Management & Instruction: Who do I want to be as a teacher and how will that guide my planning, instruction, and management?</p> <ul style="list-style-type: none"> I can describe my evolving teacher identity and relate it to my philosophy of classroom management and instruction. <p>Course Evaluations & Course Wrap-Up</p>	<p>DUE: Investigation #2 (Classroom Management)</p> <p>Read:</p> <ul style="list-style-type: none"> N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> Christopherson (2019), “Apprenticeship by Observation” and the role of reflection
<p>Tuesday, Dec. 5</p>		<p>DUE: Meeting Licensure Requirements: VCLA Registration Ticket</p>