

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

ELED 401 Section 001
Classroom Management and Instructional Strategies for Diverse Learners (3 credits)
Spring 2024 (January 16 – May 8)
Tuesdays, 1:30pm-4:10pm
Face-to-Face (Thompson 1020, Fairfax Campus)

Faculty: Dr. Holly Glaser
Office Hours: By appointment
Office Location: Thompson 1407
Cell Phone: provided on Blackboard and in class
Email: hglaser@gmu.edu



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 and major 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: Your four ELED cohort courses (ELED 401, 411, 452, and 453) require completion of field hours in an elementary school within the ELED Professional Development Schools (PDS) network. Your field placement will be communicated to you at the beginning of the semester. Once received, you should work with your mentor teacher to choose the day on which you will observe in the assigned classroom for the full day once a week for 12-15 weeks. More information will be communicated in your ELED 391 course.

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
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 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 21st 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:

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

- 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.* **(Available online for free through GMU library – see course announcement for details.)**
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage.* **(Available online for free through GMU library – see course announcement for details.)**
- 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, hard copy).

Assignments and/or Examinations:

1. Attendance & Course Engagement (40%)

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, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See

<https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points.

Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.

Absence from class to observe a religious holiday, to serve jury duty, to participate in a university-sponsored event, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please notify your instructor at least 48 hours in advance. See

<https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

In addition, you are expected to be on time to, and stay for the entirety of, class each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

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
- Draft components of course assignments
- Graphic organizers and activities associated with weekly content/readings
- Entry and/or Exit tickets

2. Lesson Planning, Implementation, & Reflection Assignment (25%)

DUE: Tuesday, February 27 (*Lesson Plan Draft*) and Tuesday, April 2 (*Final*)

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this assignment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection/future planning).

This assignment consists of three components:

- **Part 1: Detailed Lesson Plan**

You will design a detailed lesson plan that aligns with one or more Virginia state standards. You may utilize any instructional approach we have discussed in ELED 305 or ELED 401 (e.g., gradual release, constructivist approaches, focus lesson, etc.), as well as your other GMU methods courses. The approach

you choose should be a good match for the KUDs you will be teaching. **You will upload a Draft of Part 1 to course folder prior to class on Feb. 27**

The lesson should be written using the “GMU Lesson Planning Template” and include all of the following required components:

- Standards
- Objectives (the KUDs)
- Materials (be specific!!)
- Total time and time per lesson part
- Technology (if applicable)
- Procedures (note: these should be scripted out):
 - Introductory Activities (Hook/Link)
 - Developmental Activities
 - Closing Activities
 - *Note: Checks for Understanding should be incorporated and highlighted throughout lesson*
- Assessment
- Evidence of Universal Design for Learning in the provided Accommodations, Modifications, and Scaffolds

- **Part 2: Lesson Implementation**

After designing your detailed lesson plan, you will receive instructor and peer feedback which should be used to revise your lesson plan prior to implementation. Once revised, you will implement (teach) the lesson. Your implementation of the lesson should be videorecorded for reflection in Part 3.

- **Part 3: Summative Reflection**

After implementing your lesson, you will upload a 5-10 minute sample of your videorecorded lesson to Blackboard Kaltura. You will then write a 3-5 page summative reflection in which you answer the following questions:

1. What revisions did you make to your lesson plan based on instructor and peer feedback prior to implementation? Why did you make these changes?
2. What went well in terms of your (1) planning, (2) implementation, and (3) management of the lesson (and why)?
3. What did not go as expected in terms of your (1) planning, (2) implementation, and (3) management of the lesson (and why)?
4. What goals do you have for yourself in terms of your (1) planning, (2) implementation, and (3) management of future lessons (and why)?

This assignment will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in your ELED courses; specification of lesson learning objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students’ basic competencies and scaffold them to*

more complex understandings. As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

Specific guidelines for this lesson, the GMU Lesson Planning Template, and the rubric used to evaluate the lesson, will be distributed in class. This assignment is worth 25% of your final grade in the course.

3. PBA: Classroom Management Plan (25%)

DUE: Tuesday, April 23

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 (and why)
 - The role of culturally responsive principles in your management philosophy
 - How you see your identity, important principles in working with children, and role of culturally responsive teaching 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
- **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 and reflects a culturally responsive approach to 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 for families.
 - Close with methods for communication (i.e., newsletter, Twitter, Class Dojo, Remind, etc.) and methods for contacting you.
 - *Your letter should integrate ideas from our family engagement readings.*
- **Part 4: A description of 8 anticipated procedures/routines**
 - Description should include what each will look/sound like and when/how it will be used.
 - Rationale for inclusion of each procedure or routine is included.
 - *Note: You are encouraged to create this as a table.*

- **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 among students within the classroom
 - Identify strategies for developing authentic relationships with students
- **Part 6: A description of your plan for addressing minor and major misbehaviors**
 - Identify multiple approaches for how you will address student misbehavior, including rationale for choosing to use those approaches with students
 - Be sure to include multiple strategies for addressing minor misbehaviors, as well as multiple strategies for addressing major misbehaviors
 - *Note: You are encouraged to create this as a table.*

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

4. Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Test Registration (10%) **DUE: Friday, April 26**

To support timely completion of licensure requirements, you are expected to upload evidence of either registration for or test scores received for each of the required Praxis Subject Area Tests. Links and supporting resources will be provided as applicable. 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.

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

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

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>%</i>	<i>Due Date</i>
A-J	Attendance & Participation	40%	ongoing
A-D, F, H, J	Lesson Planning, Implementation, & Reflection Assignment	25%	Draft: February 27 Final: April 2
A-C, E, H, J	*PBA: Classroom Management Plan	25%	April 23
J	Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Test Registration	10%	April 26

*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	<59	

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

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 information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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 & Assignments (DUE BEFORE CLASS)
<p>Week 1</p> <p>Tuesday, January 16 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Setting the Stage for a Differentiated Classroom</p> <ul style="list-style-type: none"> • I can describe the elements of differentiated instruction. • I can identify high-leverage practices I need to develop as a teacher. <p><i>Assignment Intro: Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Registration</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Tomlinson & Moon (2013), Ch. 1: Differentiation, An overview • University of Michigan Teaching Works (n.d.), High-leverage practices for teaching • Center for Research, Diversity, and Excellence, University of California (n.d.), Five standards of effective pedagogy <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Overview of ELED 401 Course Syllabus • Getting Started Survey • Add Syllabus Questions to Day 1 Slides
<p>Week 2</p> <p>Tuesday, January 23 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Instructional Planning: Revisiting Gradual Release & Introduction to Universal Design for Learning (UDL)</p> <ul style="list-style-type: none"> • I can make connections between the components of a gradual release lesson and culturally responsive, macro-level instructional strategies. • I can use the UDL framework to proactively plan for the many and varied needs of students within the classroom. <p><i>Assignment Intro: Lesson Planning, Implementation, & Reflection Assignment</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Hammond (2015), Ch. 8: Information processing to build intellectual capacity (pp. 128-138) • CAST (2018), Universal Design for Learning Guidelines • Adilow (2019), Name (pp. 21-22) • Christensen (n.d.), To say the name is to begin the story <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: UDL at a Glance • Video: Introduction to Thinking Routines • Thinking Routines Resource Summary • Write a Name Poem/Name Story

<p>Week 3</p> <p>Tuesday, January 30 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Instructional Planning: Focus Lessons & the Role of Assessment in Instructional Planning</p> <ul style="list-style-type: none"> • I can describe the purpose and attributes of a focus/mini-lesson. • I can design an effective think-aloud. • I can connect assessment to differentiating instruction. 	<p>Read:</p> <ul style="list-style-type: none"> • Calkins (2015), Mini-lessons • 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: Kindergarten focus lesson • Identifying Parts of a Focus Lesson • Review & share GMU videorecording guidelines with mentor • Identify “pebble” topic for lesson you will be teaching this week or next week
<p>Week 4</p> <p>Tuesday, February 6 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Instructional Planning: Constructivist Approaches to Teaching and Learning & Scaffolding Instruction to Meet Learner Needs</p> <ul style="list-style-type: none"> • I can identify strategies associated with constructivist approaches to lesson planning. • I can identify and describe scaffolds to meet the needs of students with disabilities and multilingual learners. 	<p>Read:</p> <ul style="list-style-type: none"> • Burden & Byrd (2018), Ch. 6: Student-centered instructional strategies • Staehr Fenner (2018), Scaffolding instruction for English Learners • Accommodations and Modifications for students with disabilities <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Concept attainment • Scaffolds Graphic Organizer • Identify “pebble” topic for lesson you will be teaching this week or next week
<p>Week 5</p> <p>Tuesday, February 13 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Instructional Planning: Questioning Strategies & Designing Interactive Learning Experiences</p> <ul style="list-style-type: none"> • I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions. • I can design lessons with interactive and engaging learning experiences. 	<p>Read:</p> <ul style="list-style-type: none"> • Denton (2014), Ch. 3: Open-ended questions • Doubet & Hockett, Ch. 4 (<i>read</i> Part 1, <i>skim</i> Part 2) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Kid President – How to disagree with people • Bring draft of KUDs, lesson assessment, and UDL ideas to class

<p>Week 6</p> <p>Tuesday, February 20 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Management & Instructional Planning: Implementing Small Group Work & Cooperative Learning Activities</p> <ul style="list-style-type: none"> • I can design and manage small group work effectively. • I can design and implement cooperative learning structures in whole group and small group settings. 	<p>Read:</p> <ul style="list-style-type: none"> • University of Michigan Teaching Works (n.d.) <ul style="list-style-type: none"> ○ Setting up and managing small group work ○ Planning for small group work ○ Giving directions for small group work • Gonzalez (2020), Making cooperative learning work better • Kagan strategies <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Cooperative learning • Entry Ticket: Cooperative Learning
<p>Week 7</p> <p>Tuesday, February 27 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Management & Instructional Planning: Managing & Leading Discussions</p> <ul style="list-style-type: none"> • I can design culturally responsive whole and small group discussions. • I can apply the five core academic conversations skills in designing a classroom discussion. 	<p>DUE BEFORE CLASS: Lesson Plan Draft</p> <p>Read:</p> <ul style="list-style-type: none"> • Staehr Fenner & Snyder (2015), Using pair and group work to develop ELLs’ oral language skills • Zwiers (2019), Ch. 1: Academic conversations (read pp. 5-16, skim pp. 17-29) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Socratic Seminar for critical thinking (and questioning) • Post lesson plan draft to designated course folder
<p>Week 8</p> <p>Tuesday, March 5</p>	<p>NO CLASS – SPRING BREAK</p>	
<p>Week 9</p> <p>Tuesday, March 12 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Becoming a Culturally Responsive Practitioner</p> <ul style="list-style-type: none"> • I can describe strategies for developing meaningful relationships with students from culturally, linguistically, and socioeconomically diverse backgrounds. • I can identify culturally responsive practices for teaching and managing an elementary classroom. 	<p>Read:</p> <ul style="list-style-type: none"> • Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner • Muhammad (2020), Ways to understand and teach identity • Learning for Justice (2020), Social Justice Standards (pp. 3-7) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Interrogating Self Activity • Implement lesson planning assignment this week or next week

<p>Week 10</p> <p>Tuesday, March 19 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Teacher Language: Reinforcing, Reminding, Redirecting</p> <ul style="list-style-type: none"> I can describe the use of reinforcing and reminding language as a means for proactive classroom management. I can describe the use of reminding and redirecting language as a means for reactive classroom management. <p><i>Assignment Intro: Classroom Management Plan (PBA)</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Denton (2014), Ch. 5: Reinforcing language Denton (2014), Ch. 6: Reminding language Denton (2014), Ch. 7: Redirecting language <p>Watch/Do:</p> <ul style="list-style-type: none"> Implement lesson planning assignment last week or this week
<p>Week 11</p> <p>Tuesday, March 26 Asynchronous Online</p>	<p>Management: Designing Classroom Space for Inclusive Teaching & Learning</p> <ul style="list-style-type: none"> I can apply the six features of classroom design to a classroom map. 	<p>Read:</p> <ul style="list-style-type: none"> Romano & Weinstein (2019), Ch. 2: Designing physical environments (Six Features of Classroom Design) <p>Watch/Do:</p> <ul style="list-style-type: none"> Video: Fisher & Frey (2022), Tending to learning environments Identifying Six Features of Classroom Design in Context Complete reflection for lesson planning assignment
<p>Week 12</p> <p>Tuesday, April 2 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Management: Establishing Classroom Procedures & Routines through Interactive Modeling</p> <ul style="list-style-type: none"> I can identify the routines and procedures necessary to make an elementary classroom run smoothly and effectively. I can describe the steps of interactive modeling and its importance in establishing routines and procedures in classrooms. 	<p>DUE: Lesson Planning, Implementation, & Reflection Assignment</p> <p>Read:</p> <ul style="list-style-type: none"> Responsive Classroom (2015), Looking ahead to next year: The first days of school Northeast Foundation for Children (2007), Proactively teaching behavior through interactive modeling (pp. 115-117) Wilson (2011), For classroom order, friendliness, and calm: Try interactive modeling <p>Watch/Do:</p> <ul style="list-style-type: none"> Videos: Interactive modeling x 3 Routines & procedures list for Classroom Management Plan

<p>Week 13</p> <p>Tuesday, April 9 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Management: Addressing Minor Student Misbehavior & Revisiting Strategies for Proactive & Reactive Classroom Management</p> <ul style="list-style-type: none"> • I can identify the differences between rules and norms. • I can describe how to implement logical consequences. • I can identify strategies for proactively and reactively managing minor student behavior. • I can explore the pros and cons of rewards. 	<p>Read:</p> <ul style="list-style-type: none"> • Weinstein et al., Responding effectively to inappropriate behavior (pp. 284-297) • Cave (2017), 5 ways to reward students the right way • <i>Review from ELED 305: Logical consequences & norms readings</i> <p>Watch/Do:</p> <ul style="list-style-type: none"> • Managing Misbehaviors Graphic Organizer, Part 1
<p>Week 14</p> <p>Tuesday, April 16 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Management: Addressing Major Misbehaviors & Reflecting on Classroom Management Practices & Strategies</p> <ul style="list-style-type: none"> • I can describe and evaluate strategies for addressing chronic and/or major student misbehavior. • I can describe how to analyze and respond to problematic student behavior. • I can identify the practices of a warm demander. 	<p>Read:</p> <ul style="list-style-type: none"> • Hammond (2015), Becoming a warm demander (pp. 97-99) • Weinstein et al., Responding effectively to inappropriate behavior (pp. 297-314) • Souers & Hall (2016), Names, Labels, and the Need for Control • Smith et al. (2015), Analyzing problematic behavior (pp. 66-80) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Managing Misbehaviors Graphic Organizer, Part 2
<p>Week 15</p> <p>Tuesday, April 23 Face-to-Face 1:30pm – 4:10pm Thompson 1020</p>	<p>Building Community with Families</p> <ul style="list-style-type: none"> • I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds. <p>Course Evaluations Course Wrap-Up</p>	<p>DUE: Classroom Management Plan (PBA)</p> <p>Read:</p> <ul style="list-style-type: none"> • Learning for Justice (n.d.), Critical practices for anti-bias education: Family & community engagement • Dugan (2022), Co-constructing family engagement <p>Watch/Do:</p> <ul style="list-style-type: none"> • Revise & submit classroom management plan
<p>Friday, April 26</p>	<p>NO CLASS</p>	<p>DUE: Meeting Licensure Requirements: Praxis Registration</p>