

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

ELED 305 Section 001
Foundations of Elementary Methods and Management (3 credits)

Fall 2024 (August 26 – December 18)
Tuesdays, 1:30-4:10pm
Face-to-Face (Thompson 1020, Fairfax Campus)

Instructor: Dr. Holly Glaser

Office Hours: By appointment

Office Location: Thompson 1407, Fairfax Campus

Cell Phone: distributed in class and on course Blackboard site

Email: hglaser@gmu.edu

Registration Restriction: N/A

Recommended Prerequisite: N/A

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. This course requires field observation (see “Field Hours” in Assignment section below for details).

This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill the Writing Intensive requirement in the Elementary Education major. It does so through the Elementary Lesson Planning Assignment due on November 19. The Elementary Lesson Planning Assignment will be completed through a draft/feedback/revision process. The first draft will be due on October 15. Feedback from the instructor and peers will be provided prior to the final due date of November 19.

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** at <https://mymasonportal.gmu.edu/> and **Google Drive** (see “Class Schedule” for details). You will log in to the Blackboard course site using your Mason email name (everything before @gmuedu) and email password. The course site will be available on Wednesday, August 21, 2024. Resources and support for accessing and navigating Blackboard are available at

<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/> . If you have any questions, do not hesitate to reach out to me or contact the ITS Support Center for assistance.

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 and 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.
2. 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.
3. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
4. 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.
5. 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 days per week (Monday-Friday).
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: Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services. The course accommodations arranged with GMU Disability Services should be communicated promptly in writing/email to the instructor.

LEARNING 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)

1. 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.

Writing Intensive Course Learning Outcomes:

1. **Writing-to-Learn:** Students will use informal or formal writing in ways that deepen their awareness of the field of study and its subject matter.
2. **Writing-to-Communicate:** Students will compose one or more written genres specific to the field of study to communicate key ideas tailored to specific audiences and purposes. Genres may be academic, public, or professional.
3. **Writing-as-a-Process:** Students will draft and revise written works based on feedback they receive from the instructor and their peers using strategies appropriate to the genre, audience, and purpose.

PROFESSIONAL STANDARDS:

This course addresses 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.

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. Course Engagement (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, 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 course engagement grade 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
- Graphic organizers and activities associated with weekly content/readings
- Entry and/or Exit tickets

2. PBA: Morning Meeting Implementation & Reflection Assignment (25%)

DUE: Tuesday, October 29 (Morning Meeting #1) and Tuesday, December 10 (Morning Meeting #2)

Supports Writing Intensive Course Learning Outcomes 1, 2, and 3

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 also 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.**

This will involve the following five tasks:

Part 1: Planning & Implementation of Morning Meeting #1

Your first task is to plan a 20-minute Morning Meeting lesson (using the Morning Meeting lesson planning template) that includes all of the following components:

Greeting, Share, Activity, Message. You may choose to plan this morning meeting with a peer, in collaboration with your mentor teacher.

After you have planned the Morning Meeting, you need to implement the Morning Meeting. You may lead the Morning Meeting with your mentor teacher or on your own.

Part 2: Reflecting on Morning Meeting #1

After implementing your Morning Meeting, you will reflect on your teaching experience with your peers at the same grade level or your placement group. You will also request feedback from your mentor teacher. Then you will write a summative reflection (2-4 pages, double-spaced) on the lesson implementation that addresses *all* prompts below. *Note: While you may have co-planned the lesson with a peer, your reflection on the lesson implementation should be completed separately.*

- What do you think went well about the first morning meeting and why? *Include feedback from your mentor teacher.*
- What did not go as expected in your first morning meeting and why? *Include feedback from your mentor teacher.*
- After implementing this first morning meeting, what changes do you want to make when planning and implementing your second morning meeting? Try to go beyond changes you would make to this specific morning meeting and consider how your approach, framing, management, etc. overall might be improved.
- What did you learn about leading and managing a large group of students?
- What questions did this assignment bring up for you and/or what ideas do you want to explore further and why?

Part 3: Submitting Morning Meeting #1 for Feedback

You will submit the (1) lesson plan for Morning Meeting #1 and (2) the summative reflection on Morning Meeting #1 to Blackboard for feedback from the course instructor.

Part 4: Planning & Implementation of Morning Meeting #2

After receiving feedback from your instructor, peers, and mentor, you are ready to plan a second 20-minute Morning Meeting lesson (using the Morning Meeting lesson planning template) that includes all of the following components: Greeting, Share, Activity, Message. *Please note that the Greeting, Share, Activity, and Message for Morning Meeting #2 should be different from what you planned for Morning Meeting #1.* You should plan this morning meeting individually, incorporating your key takeaways from the first Morning Meeting lesson summative reflection.

Part 5: Reflecting on Morning Meeting #2

After implementing your second Morning Meeting, you will reflect on your teaching experience with your peers at the same grade level or your placement group. You will also request feedback from your mentor teacher. Then you will write a summative

reflection (2-4 pages, double-spaced) on the lesson implementation that addresses **all** prompts below.

- What do you think went well about the second morning meeting and why? *Include feedback from your mentor teacher.*
- What did not go as expected in your second morning meeting and why? *Include feedback from your mentor teacher.*
- How did the changes you made to this second morning meeting impact its implementation? What additional changes would you make to morning meetings you lead in the future?
- Now that you have implemented two morning meetings, what did you learn about how you interact with students of this age/grade level? What are some areas of strength and growth?
- What new questions arose for you after completing the second morning meeting and/or what ideas do you want to explore further and why?

You will submit your lesson plans and summative reflections for the morning meetings through separate links in the “Submit Assignments” section of our Blackboard site. 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.

3. Elementary Lesson Planning Assignment: Gradual Release Lesson (25%)

DUE: Tuesday, October 15 (Draft); Tuesday, November 12 (Micro-Teaching); Tuesday, November 19 (Final)

Supports Writing Intensive Course Learning Outcomes 1, 2, and 3

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” and include clearly outlined KUDs, detailed and scripted procedures, and checks for understanding/formative assessments.

You will work individually or with a peer to draft a lesson plan in class. Instructor feedback will be provided on the first draft, prior to microteaching. You will then teach the lesson to a small group in class (“micro-teaching”), during which you will receive peer feedback. After you have revised your lesson plan based on peer feedback, you will submit the final copy of your gradual release lesson plan to Blackboard (see dates specified above). Revisions based on instructor feedback, peer feedback, and microteaching should be completed before submission of the assignment.

Your lesson plan should include 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)
- Procedures (note: these should be scripted out):
 - Introductory Activities (Hook/Link/Opening)
 - Developmental Activities (written in I Do, We Do, You Do format with checks for understanding embedded throughout)
 - Closing Activities
- Assessment
- *Reflection* (written individually)*

For your reflection on lesson implementation, you will identify one moment/instance that you would like to examine more closely. Use the following prompts to guide your analysis and reflection:

1) Description:

- Describe what happened in detail.
- What did you do?
- What did the students do?

2) Evaluation:

- Identify what went well and what didn't go well.
- Why did you do what you did?
- What did the students learn?

3) Analysis:

- Why did certain things go well?
- Why did certain things not go well?
- How did your decisions impact what happened?
- How does it relate to what you are learning in your courses/theory?

4) Conclusions:

- Summarize what you learned from your evaluation and analysis of the situation.

5) Application/Personal Action Plans:

- What did you learn about planning and teaching?
- Develop a plan for what you would do in a similar situation in the future (i.e., if you were to teach this lesson to students).
- What other steps will you take/do you need to take based on what you learned (e.g., gain some new skills or knowledge)?
- How did you modify your lesson plan draft in response to peer and instructor feedback, your own self-reflection, and the micro-teaching experience as a whole?

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 25% of your final grade in the course.

4. Field Investigations: Planning, Instruction, and Management Inquiry (20%)

DUE: Tuesday, October 8 and Tuesday, December 3

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 your field experience classroom and connecting them back to course readings and activities. 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 Oct. 8)**
2. **Investigation #2: Classroom Management (due Dec. 3)**

Your final reflection should connect back to course readings and activities. 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.

Other Requirements:

Field Hours

- Your four ELED cohort courses (ELED 305, 410, 443, and 454) 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 create a schedule in which you observe in the assigned classroom for at least one half-day (defined as 3.5 to 4 hours of time) weekly for a minimum of 10 weeks, or until the semester ends. Half-days should alternate such that you have the opportunity to see the broad range of instruction in an elementary classroom across multiple observation weeks. More information will be communicated in your ELED 390 course.
- Field work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.
- **If you believe you need ADA accommodations during your field placement**, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like

academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Work Timeliness & Assignment Expectations

All assignments are to be submitted **by 11:59 PM on the due 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 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 and feedback on your writing via email. 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 semester. You will always receive advance notice of any modifications.

Summary of Assignments & Course Weighting

| Course Outcomes | Assignments | % of Final Grade | Due Date (due by 11:59 PM) |
|------------------------|---|-----------------------------|---|
| A-I | Course Engagement | 30% | Weekly |
| A, C-G | *PBA: Morning Meeting Implementation & Reflection | 25% | MM #1: Oct. 29 MM #2: Dec. 10 |
| A, C-F | Elementary Lesson Planning: Gradual Release Lesson | 25% | Draft: Oct. 15 Micro-Teaching: Nov. 12 Final: Nov. 19 |
| A-H | Field Investigations: Planning, Instruction, and Management Inquiry | 10% each for a total of 20% | Inv. #1: Oct. 8 Inv. #2: Dec. 3 |
| TOTAL | | 100% | |

*Performance-based assessment (PBA)

Grading

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 | |

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct. 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.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

A GMU Common Policy Addendum has been provided on the course Blackboard site. Outlined in this document are four policies that affect students in all courses at George Mason University. Please download and read this syllabus addendum in relation to these policies:

- Academic Standards
- Accommodations for Students with Disabilities
- FERPA and Use of GMU Email Addresses for Course Communication
- Title IX Resources and Required Reporting

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, Aug. 27 Face-to-Face 1:30-4:10pm Thompson 1020</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 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>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) • 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>Week 2</p> <p>Tuesday, Sep. 3 Face-to-Face 1:30-4:10pm Thompson 1020</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>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use lesson planning as an opportunity to use writing for communication. <p>Assignment Intro: Morning Meeting PBA</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"> • Video: Overview of ELED 305 Syllabus • Trust Generators Activity <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> • Instructor will model lesson plan writing in class. |

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| <p>Week 3</p> <p>Tuesday, Sep. 10 Face-to-Face 1:30-4:10pm Thompson 1020</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>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use entry/exit tickets as a writing to learn practice. | <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 • Entry Ticket: VDOE Scavenger Hunt |
| <p>Week 4</p> <p>Tuesday, Sep. 17 Face-to-Face 1:30-4:10pm Thompson 1020</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 and KUDS in effective instructional 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>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use entry/exit tickets as a writing to learn practice. <p>Assignment Intro: Field Investigations</p> | <p>Read:</p> <ul style="list-style-type: none"> • Understanding KUDs • Armstrong (n.d.), Bloom’s Taxonomy • Gonzalez (2020), Backward design: The basics <p>Watch/Do:</p> <ul style="list-style-type: none"> • Entry Ticket: Learning Objectives & Backward Design <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> • Instructor will model writing learning objectives in class. |
| <p>Week 5</p> <p>Tuesday, Sep. 24 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p>Instruction: What are the components of a lesson plan?</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 within a lesson I am observing. • I can identify strategies to check for understanding during a lesson. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use entry/exit tickets as a writing to learn practice. | <p>Read:</p> <ul style="list-style-type: none"> • Elements of a Lesson Plan • McTighe (2021), 8 quick checks for understanding <p>Watch/Do:</p> <ul style="list-style-type: none"> • Video: Kindergarten ELA Lesson • Entry Ticket: Investigation #1 Practice Observation <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> • Instructor will model making course-to-field connections in reflections. |

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| <p>Week 6</p> <p>Tuesday, Oct. 1 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p>Instruction: What are some approaches to planning and teaching?</p> <ul style="list-style-type: none"> I can identify the components of a lesson plan written in the gradual release of responsibility instructional approach. I can align the components of a gradual release lesson with the elements of a lesson plan. I can name ideas for engaging students' interest in my lessons. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use lesson planning as an opportunity to use writing for communication. <p>Assignment Intro: Gradual Release Lesson Plan</p> | <p>Read:</p> <ul style="list-style-type: none"> Fisher & Frey (2021), Ch. 1: Learning and the intentional act of teaching (pp. 1-14; Gradual Release overview) Ideas for Great Hooks <p>Watch/Do:</p> <ul style="list-style-type: none"> Video: Fisher & Frey (2021), Keys to great teaching – Gradual release of responsibility Entry Ticket: Gradual Release of Responsibility Model <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> Instructor will model lesson plan writing in class. |
| <p>Week 7</p> <p>Tuesday, Oct. 8 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p>Instruction: How do I begin the lesson planning process?</p> <ul style="list-style-type: none"> I can use teacher reflection to facilitate my professional learning. I can outline a lesson plan in the Gradual Release of Responsibility approach. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use Investigation #1 as a writing to learn practice. I can use lesson planning as an opportunity to use writing for communication. | <p>DUE: Investigation #1 (Elements of a Lesson Plan)</p> <p>Read:</p> <ul style="list-style-type: none"> Hindman & Stronge (2009), Reflecting on teaching: Examining your practice is one of the best ways to improve it Gradual Release of Responsibility Summary <p>Watch/Do:</p> <ul style="list-style-type: none"> Work on Gradual Release Lesson Plan (KUDs, Assessment, Lesson Outline) <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> Students will receive feedback from course instructor as part of the revision process before lesson implementation. |

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| <p>Week 8</p> <p>Tuesday, Oct. 15 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p><i>Gradual Release Lesson Plan Workshop (in class)</i></p> <p>Instruction: How can I meet the diverse academic needs of 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. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use lesson planning as an opportunity to use writing for communication. • I can engage in a peer review process to support writing as process and writing to communicate. | <p>DUE BEFORE CLASS: Gradual Release Lesson Plan (Draft)</p> <p>Read:</p> <ul style="list-style-type: none"> • Gonzalez (2016), 10 assumptions to rethink about English Learners • Sample Gradual Release Lesson Plans • Mason Elementary Lesson Planning Template <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 (Draft Plan) <p>Writing Intensive Course Activity:</p> <ul style="list-style-type: none"> • Students will receive feedback from course instructor as part of the revision process before lesson implementation. |
| <p>Week 9</p> <p>Tuesday, Oct. 22 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p>Management: What are some approaches to classroom management?</p> <ul style="list-style-type: none"> • I can identify the elements of a Responsive Classroom. • I can identify the elements of the Assertive Discipline management model. • I can differentiate between a punitive and restorative approach to classroom discipline. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> • I can use entry/exit tickets as a writing to learn practice. | <p>Read:</p> <ul style="list-style-type: none"> • Responsive Classroom (n.d.), Principles and practices • Responsive Classroom (2018), The Responsive Classroom approach • 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"> • Video: Responsive Classroom Overview • Entry Ticket: Management Models Graphic Organizer (Responsive Classroom & Assertive Discipline) |

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| <p>Week 10</p> <p>Tuesday, Oct. 29 Face-to-Face 1:30-4:10pm Thompson 1020</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 critique various models and approaches to classroom management/building school culture using a culturally responsive lens. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use entry/exit tickets as a writing to learn practice. | <p>DUE: Morning Meeting #1 Lesson Plan & Reflection</p> <p>Read:</p> <ul style="list-style-type: none"> Center on PBIS (2022), Classroom PBIS <p>Watch/Do:</p> <ul style="list-style-type: none"> Video: Big Ideas of PBIS Entry Ticket: Management Models Graphic Organizer (PBIS) Prep for Gradual Release Micro-Teaching |
| <p>Week 11</p> <p>Tuesday, Nov. 5</p> | <p><i>No Class Meeting – Election Day</i></p> | |
| <p>Week 12</p> <p>Tuesday, Nov. 12 Face-to-Face 1:30-4:10pm Thompson 1020</p> | <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use lesson planning as an opportunity to use writing for communication. I can engage in a peer review process to support writing as process and writing to communicate. | <p>DUE: Gradual Release Lesson Plan (Micro-Teaching)</p> <p>Read:</p> <ul style="list-style-type: none"> N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> Prep for Gradual Release Micro-Teaching |
| <p>Week 13</p> <p>Tuesday, Nov. 19 Face-to-Face 1:30-4:10pm Thompson 1020</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. I can describe the possible functions of student behavior. <p>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use entry/exit tickets as a writing to learn practice. | <p>DUE: Gradual Release Lesson Plan (Final)</p> <p>Read:</p> <ul style="list-style-type: none"> Learning for Justice (2022), Reframing classroom management: A toolkit for educators 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 Ticket: Jigsaw on Reframing Classroom Management |

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| <p>Week 14</p> <p>Tuesday, Nov. 26</p> <p>Asynchronous Online</p> | <p>Management & Instruction: How can I become a culturally responsive educator?</p> <ul style="list-style-type: none"> 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>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use entry/exit tickets as a writing to learn practice. I can use lesson planning as an opportunity to use writing for communication. | <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"> What is My Culture? Photo Project Exit Ticket: Culturally Responsive Teaching |
| <p>Week 15</p> <p>Tuesday, Dec. 3</p> <p>Face-to-Face 1:30-4:10pm Thompson 1020</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>Writing Intensive Course:</p> <ul style="list-style-type: none"> I can use Investigation #2 as a writing to learn practice. <p>Course Evaluations & Course Wrap-Up</p> | <p>DUE: Investigation #2 (Classroom Management)</p> <p>Read:</p> <ul style="list-style-type: none"> Christopherson (2019), “Apprenticeship by Observation” and the role of reflection <p>Watch/Do:</p> <ul style="list-style-type: none"> Beginning Dispositions Self-Assessment in VIA/SLL |
| <p>Tuesday, Dec. 10</p> | <p><i>No Class Meeting – Exam Week</i></p> | <p>DUE: Morning Meeting #2 Lesson Plan & Reflection</p> |

ELED 305
Morning Meeting Implementation & Reflection (PBA)
Lesson 1 Assignment Rubric

| | 1 (Beginning) | 2 (Developing) | 3 (Proficient) | 4 (Exemplary) |
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| Lesson 1: Required Components | 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. | |
| Lesson 1: Lesson Plan | 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. Scripting is included. |
| Lesson 1: Summative Reflection | Does not provide a reflection or reflection addresses 0-3 prompts . | Limited reflection and/or reflection addresses only 4 prompts . | Clear and detailed reflection that addresses all 5 prompts . Changes suggested for second morning meeting are specific to this meeting and its greeting, share, activity, and message. | Clear and detailed reflection that addresses all 5 prompts . Changes suggested for second morning meeting can be applied across any future morning meeting. |

Score: ____ out of 11 points

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

| | 1 (Beginning) | 2 (Developing) | 3 (Proficient) | 4 (Exemplary) |
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| Lesson 2: Required Components | 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. | |
| Lesson 2: Lesson Plan | 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. Scripting is included. |
| Lesson 2: Summative Reflection | Does not provide a reflection or reflection addresses 0-3 prompts . | Limited reflection and/or reflection addresses only 4 prompts . | Clear and detailed reflection that addresses all 5 prompts . | |
| Lesson 2: Evidence of Teacher Reflective Practice | Neither lesson plan or summative reflection shows evidence of changes made based on teacher reflection after the first morning meeting implementation. | Lesson plan does not reflect incorporation of changes suggested in first morning meeting summative reflection. AND/OR Summative reflection briefly describes changes made without reflecting on impact on second morning meeting implementation. | Lesson plan reflects incorporation of changes suggested in first morning meeting summative reflection. OR Summative reflection specifically describes how these changes made in the second morning meeting impacted how it went. | Lesson plan reflects incorporation of changes suggested in first morning meeting summative reflection. AND Summative reflection specifically describes how these changes made in the second morning meeting impacted how it went. |

Score: ____ out of 14 points



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.