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

ELED 543-D04: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Summer 2024 (May 13 – July 20)
Mondays – 4:30 pm – 8:30 pm (Synchronous)
TBD – Other Asynchronous Requirements

Professor
Name: Dr. Elizabeth (Betsy) Levine Brown
Office Hours: Virtual, by appointment (please use Mason email to arrange)
Office Location: Fairfax Campus, Thompson 1804
Office Phone: (703)-993-5345* (*use cell number provided in class)
Email: ebrown11@gmu.edu

Teaching Intern
Name: Megan C. Sharkey, MS
Office Hours: Virtual, by appointment (please use Mason email to arrange)
Email Address: msharke@gmu.edu
Ms. Megan Sharkey will be assisting with teaching activities as a part of a doctoral teaching internship. She is pursuing a PhD in Education at George Mason. She is a veteran early childhood and elementary general and special educator with experience in public, private, and charter schools in urban and suburban communities.

CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION
A. **Prerequisites:** Admission to Elementary Education licensure program
B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
C. **Expanded Course Description:** N/A
D. **Field Hours: This course requires 15 hours of field observation. *THIS WILL BE COMPLETED AS VIDEO OBSERVATIONS FOR SUMMER 2024.**

LEARNING OUTCOMES

This course is designed to enable students to:
1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. understanding of current research on the brain, its role in learning, and implications for instruction

5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

STANDARDS

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

InTASC Standards
Standard 1: 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: 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 10: 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.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in synchronous online class sessions as well as several group and asynchronous activities. We will use Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see "Class Schedule" for details). Class 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 below. The course requires 15 hours of field experience.

This course uses Blackboard (**also denoted as Bb**) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see http://itusupport.gmu.edu or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Participation in an online class session requires your undivided attention.

Technical Requirements
To participate in this course, students will need to satisfy the following 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:
   o **Adobe Acrobat Reader: https://get.adobe.com/reader/**
   o **Windows Media Player:** https://support.microsoft.com/en-us/help/14209/get-windows-media-player
   o **Apple Quick Time Player: www.apple.com/quicktime/download/**

Expectations
1. Course Week: Our course week will end on the day that our class meetings take place as indicated on the "Class Schedule."
2. Log-in Frequency: Students must **actively check the course Blackboard site and their GMU email** for communications from the instructor, class discussions, and/or access to course materials **4 times per week.** In addition, students must log in for all scheduled online synchronous meetings.
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.

COURSE TEXT

Required Texts *These texts will be used across multiple courses in multiple semesters and/or internship.*

*Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Sage.

McDevitt, T. & Ormrod, J. (2020). *Child development and education. (7th ed.).* Pearson.

Van Dernoot Lipsky, L. (2018). The age of overwhelm: Strategies for the long haul. BerrettKoehler Publishers.

Recommended Texts
*Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14 (4th ed.).* Turners Fall, MA: Center for Responsive Schools, Inc.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

COURSE ASSIGNMENTS & EVALUATIONS

1. **Assignment Descriptions**

   Weekly

Attendance and Participation (25 points total)
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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

Child Abuse Recognition and Intervention Training (CARI)
As a part of this course, you will complete the Child Abuse Recognition and Intervention Training (CARI) online modules required by the state of Virginia for licensure. You will submit a copy of your certificate to Blackboard to demonstrate completion of this task, which is worth 1 point of your final grade in the course.

Book Club Discussions and Reflection (25 points)
There is a good deal of reading in this course, and it is your responsibility to read the assigned chapters and article selections every week. Just completing the readings is not enough to maximize your learning opportunities and application to practice. Therefore, we will frame our asynchronous weekly classes within Book Clubs. In these book clubs you will have the following activities:
- Independent reading
- Group dialogue and shared responses to guided questions
- Specific activity engagement (connecting material from synchronous class discussions to practice; e.g., community mapping activity, reading reviews, etc)
- Independent reflection: Write a letter to yourself that you will open during a hard moment in your first year of teaching that will help to sustain you in this work.

Over the Semester

Community Mapping Assignment (50 points total)
Collaboratively construct a community map of your identified school community. First you will need to identify an elementary school of focus. This school could be a personal elementary school, a school where you substitute, volunteer or work, or a new elementary school in the local Northern Virginia area. **As a group you need to focus on <u>one</u> school.** Each group will **prepare a 4-5 page memo or PowerPoint that addresses** the planning for:

- **Ecological Questioning:** Brainstorm and write out the questions you would need to know. Include considerations to ALL FIVE systems that inform students' development. Explain WHY you would want to know this information and provide reasoning from your course readings.
- **Identify and Describe Resources.** Research the resources you would need to answer these questions. Consider federal, district and school websites, neighborhood and community leaders and blogs, conversations with school leaders and teachers, school board meeting videos or interviewing board members, etc. Describe HOW you would gather the information.

- **Report on the Community and School Demographics.** Begin to investigation the resources you shared above to report on the community and school demographics of the elementary school you selected to investigate. Please be creative in your presentation of the material. Feel free to use graphics, slides, etc. It does not have to be a report.

Applied Developmental Scenario (**50 points total**)

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to **ONE of the three** applied developmental scenarios (which will be provided in class). *As you review and explain aspects of each scenario you should consider the following as a part of each paragraph's discussion.*

- **Part 1: Highlighting** the ecological and developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for the students in the case and what is important for the educator to consider?

- **Part 2: Integrating and analyzing** the course readings to explain the relevance of the ecological and developmental capacities noted in the scenario. [*Keep in mind there are MANY ecological or developmental considerations within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.*] To show your knowledge and understanding of the course readings across the semester and how they apply to your work, you should use MULTIPLE course readings to explain the ecological and developmental capacities you noted in Part 1.

- **Part 3: Reflecting** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for the students in the scenario or the scenario's classroom. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment, you are going to be asked to complete a template noting how you are considering and/or addressing all course content within the scenario. Moreover, you will want to use the resources provided in class (e.g., observation journals, debriefing conversations, mentor teacher dialogues, community mapping presentation materials, literature circles) as useful guides to thinking about the scenario.

You will complete your response to the one scenario you choose in 5-6 double-spaced pages. Remember to approach the scenario as if you are the teacher and to highlight the research that supports your approaches to addressing the scenario. Then explain the relevance of the research/observation connection and the utilization of this information for a future teacher.

The scenarios and rubric used to evaluate this assignment will be provided in class.

2. **Assignment Expectations, Points and Grading**

Assignment Expectations

All assignments are to be submitted **by 5:00 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 late work will results in 0 points.**

Assignments should be saved with your Last Name and Assignment Title (e.g., **Brown_Applied Developmental Scenario**). All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial) and in WORD. 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 that assignments submitted in PDF format will not be accepted.*

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

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Assignment Points and Due Dates

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Attendance and Participation	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Book Clubs	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Community Mapping Activity	50 points	June 9 by 5pm
1, 2, 3, 4, 5	Applied Developmental Scenario	50 points	June 30 by 5pm
		150 points	

Attendance
If you must be absent from a synchronous online class inform the instructor prior to the beginning of the class session. Missed synchronous classes (or portions of classes) will result in loss of participation points. *Unless there are extenuating circumstances that have been shared with the instructor, missing 1 synchronous online class and/or 10% of asynchronous will result in a failing grade, and you must retake the course if you wish to earn credit.*

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	

A	94-99	4.00	**Represents mastery of the subject through**
A-	90-93	3.67	**effort beyond basic requirements**
B+	85-89	3.33	**Reflects an understanding of and the ability to**
B	80-84	3.00	**apply theories and principles at a basic level**
C*	70-79	2.00	**Denotes an unacceptable level of**
F*	<69	0.00	**understanding and application of the basic elements of the course**

*Remember: A course grade less than B requires that you retake the course. **Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education**

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu.

> * Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-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

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 http://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

Notice of mandatory reporting of sexual assault, 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.

For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

CLASS SCHEDULE
<mark>Note: Calendar is tentative and may be modified in line with course needs.</mark>

WEEK 1 (May 13 – May 19)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 1 Monday, May 13 Part 1 <mark>*Asynchronous*</mark>	Getting ready for class! • Review syllabus • Review Blackboard site • Complete Student Information form • Complete readings for class • Complete name tag – google slide	**Text:** Hammond (2015), Ch. 1: Climbing out of the gap – Supporting dependent learners to become independent thinkers McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 1-16 only) **Reading Uploaded to Blackboard** Wheatley (2002), Willing to Be Disturbed Observation, Recording and Reporting Children's Development – chapter 5	Assigned reading emailed Syllabus Review Blackboard Site Review Student Information Form Complete Name Card on Google Slide (will be provided when Blackboard site is open under Week 1 of work)
Week 1 Monday, May 13 Part 2 <mark>*GMU ZOOM (start @ 5:00 pm)*</mark>	Getting to know each other! How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children? How do we engage in developmental observations?		
Week 1 Part 3 <mark>*Asynchronous*</mark>	Online modules for APA, Honor Code and Child Abuse Read and review Applied Developmental Scenarios – start work on ADS template	**Text:** McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 21-22 only) Van Dernoot Lipsky (2018), Introduction and Chapter 1	CARI Training (upload certificate and print/save for your records) Synchronous Carry-over Class Activity #1 Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions

Sunday, May 19			**Book Club Working Agreements due by 5:00pm** **Book Club Discussion Reflections complete**

WEEK 2 (May 20 – May 27)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 2 Monday, May 20 Part 1 GMU ZOOM	Why is the ecological model of development relevant for schools, teaching and student learning?	**Text:** Hammond (2015), Ch. 2: What's culture got to do with it? – Understanding the deep roots of culture **Reading Uploaded to Blackboard** Bronfenbrenner (1994) – read directions posted to know what sections of the article to read (skip section 4) A closer look at the Ecological Model graphic Ecological Model Handout	
Week 2 Monday, May 30 Part 2 GMU ZOOM	How are multi-tiered system supports ecologically situated within elementary schools? How are those MTSS supports informing child development?	**Reading Uploaded to Blackboard**	
Week 2 Part 3 Asynchronous	How does your knowledge of development apply to working with children who experience trauma?	**Readings Uploaded to Blackboard** Helping Students in an age of Terrorism Helping Elementary Age Children Cope Post-traumatic stress disorder in Children: What Elem Teachers Should Know NPR: To head off traumas legacy: Start young **Text** Van Dernoot Lipsky (2018), Chapter 2	Discussion Post Synchronous Carry-over Class Activity #2 Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions
Monday, May 27			**Book Club Discussion Reflections complete** **Work Community Mapping Activity**

WEEK 3 (May 28 – June 2)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 3 Tuesday, May 28 Part 1 <mark>*GMU ZOOM*</mark>	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?	**Text** McDevitt & Ormrod (2020), Ch. 11: Emotional development McDevitt & Ormrod (2020), Ch. 12: Self and social understandings McDevitt & Ormrod (2020), Ch. 14: Moral development **Readings Uploaded to Blackboard** Video: What is the CASEL framework? CASEL's interactive wheel Positivity Project resources	
Week 3 Tuesday, May 28 Part 2 <mark>*GMU ZOOM*</mark>	What is culture? How may our personal biases of culture influence our teaching?	**Text** Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 63-74 only) Wood (2017), Getting the most out of Yardsticks (pp. 21-27) *and* read the guidelines for ages of students in your ADS scenario **Readings Uploaded to Blackboard** Gay (2013) Teaching to and through diversity (pp. 54-56 only) Ladson-Billings (1995), But that's just good teaching! The case for culturally relevant pedagogy	
Week 3 Tuesday, May 28 Part 3 <mark>*Asynchronous*</mark>	How does the brain influence physical development and learning?	**Text** Hammond (2015), Ch. 3: This is your brain on culture – Understanding how culture programs the brain	Synchronous Carry-over Class Activity #3

| | | McDevitt & Ormrod (2020), Ch. 5: Physical Development (pp. 149-170 and 175-179 only)

Van Dernoot Lipsky (2018), Chapter 3

Readings Uploaded to Blackboard
JIGSAW:
Jensen (2005), Ch. 2: Preparing the brain for school
Jensen (2005), Ch. 4: Movement and learning
Jensen (2005), Ch. 6: Physical environments

Community Mapping – Conferences with Betsy
• Bring draft

Work on Applied Developmental Scenario template | Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions |
| **Sunday, June 2** | | | **Book Club Discussion Reflections complete** |

WEEK 4 (June 3 – June 9)			
Date	<u>**Guiding Questions/Topics**</u>	**Readings Due**	**Assignments Due**
Week 4 Monday, June 3 Part 1 <mark>***GMU ZOOM***</mark>	Who are our home-school partners? What does it mean to engage families?	**Text:** OPTIONAL: McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 82-107 only) **Reading Uploaded to Blackboard** Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator *<u>JIGSAW:</u>* Halgunseth et al. (2009) Family engagement, diverse families, and early childhood education programs: An integrated review of the literature	
Week 4 Monday, June 3 Part 2 <mark>***GMU ZOOM***</mark>	What theories of cognitive development influence how we teach elementary students? How can a teacher create a "brain-friendly" classroom?	**Text** Hammond (2015), Ch. 8: Information processing to build intellective capacity – Growing brain power through elaboration McDevitt & Ormrod (2020), Ch. 6: Cognitive development – Piaget and Vygotsky	Discussion Post
Week 4 Part 3 <mark style="background-color:#00FF00">*Asynchronous*</mark>	Work on Community Mapping Activity Work on Applied Developmental Scenario template	**Text** Van Dernoot Lipsky (2018), Chapter 4 and 5 **Readings Uploaded to Blackboard** OPTIONAL: Faber (2015), Connecting with students and families through home visits McKnight et al. (2017), Mindset shifts and parent teacher home visits (read	Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions

		Executive Summary, pp. vii-x AND report on pp. 1-40)	
Sunday, June 9			**Community Mapping Activity due by 5 pm** **Book Club Discussion Reflections complete**

WEEK 5 (June 10 – June 16)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 5 Monday, June 10 Part 1 GMU ZOOM	How will you motivate students? What impact does teacher and student mindset have on developing student potential?	**Text** Hammond (2015), Ch. 7: Shifting academic mindset in the learning partnership McDevitt & Ormrod (2020), Ch. 13: Self-regulation and motivation **Readings Uploaded to Blackboard** Dweck (2015), Carol Dweck revisits "growth mindset" Videos: 5-minute film festival – 5 videos to explore growth mindset	
Week 5 Monday, June 10 Part 2 GMU ZOOM	How can teachers create trauma-sensitive classrooms?	**Readings Uploaded to Blackboard (Assigned by Literature Circle)** Gorski (2020), How trauma-informed are we, really? Keels (2020), Building racial equity through trauma-responsive discipline Minahan (2019), Trauma-informed teaching strategies Souers & Hall (2016), Names, Labels, and the Need for Control Souers & Hall (2016), Grace Zacarian et al. (2020), Meeting student trauma with an asset-based approach	
Week 5 Part 3 Asynchronous	What is reflection? Work on Applied Developmental Scenario template	**Text** Van Dernoot Lipsky (2018), Chapter 6 and 7 **Readings Uploaded to Blackboard** Rodgers (2002), Defining reflection: Another look at John Dewey and reflective thinking	Discussion Post Synchronous Carry-over Class Activity #4 Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions

Sunday, June 16			**Book Club Discussion Reflections complete**

WEEK 6 (June 17 – June 23)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 6 Monday, June 17 Part 1 GMU ZOOM	Review & Revisit Core Class Takaways Work on Applied Developmental Scenarios template & outline	**Text** Van Dernoot Lipsky (2018), Chapter 8 and Conclusion	Van Dernoot Lipsky (2018) Book Club Discussion – use guiding questions Applied Developmental Scenario template
Week 6 Monday, June 17 Part 2 *Asynchronous*	What do elementary teachers need to know to support students with mental health needs?	Online Modules [YOU CAN WORK AHEAD ON THESE!]	**School Mental Health Module Certificates**
Week 6 Part 3 *Asynchronous*	Work on Home Visit Activity (independent) • Conference with Betsy if desired Work on Applied Developmental Scenario template & draft		
Sunday, June 23			**Book Club Reflection**

WEEKS 7 -10 (June 24 – June 30)			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
Week 7 Monday, June 24-Sunday, June 30 *Asynchronous*	Work on Applied Developmental Scenario assignment Conferences with Betsy – across the week	All Course Readings	**Applied Developmental Scenarios due by 5:00pm**
Week 8 Monday, July 1-Sunday, July 7 Asynchronous	**Revisions & Reviews returned**		
Week 9 Monday, July 8-14 Asynchronous	**Revisions submitted by 5:00pm** **Course Evaluations** **Course Wrap-Up**		
Week 10 Friday, July 19 Asynchronous	**Grades Submitted**		