

**George Mason University  
College of Education and Human Development  
Graduate School of Education**

**EDCI 544: Curriculum and Methods of Teaching in Elementary Education**

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### **Course Description**

Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment and differentiation. Prerequisites: Admission to Elementary licensure program; must be taken in programmatic sequence.

### **Student Outcomes**

Students will be able to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21<sup>st</sup> century.
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity.
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling).
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students.
- E. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations.
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use.
- G. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students.
- H. Select from multiple models of instruction to meet particular learning goals, provide a variety of instructional experiences, and adapt each to meet the needs of diverse students.
- I. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents.

### **Standards**

#### INTASC Standards

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

1. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
2. The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
3. The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
4. A commitment to professional growth and development through reflection, collaboration, and continuous learning.
5. The ability to use computer technology as a tool for teaching, learning, research, and communication.

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
2. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
3. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
4. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

International Society for Technology in Education National Educational Technology Standards

- V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE**-Teachers use technology to enhance their productivity and professional practice. Teachers:
1. use technology resources to engage in ongoing professional development and lifelong learning.
  2. use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

3. apply technology to increase productivity.

The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

### Relationship of Student Outcomes to INTASC Standards

Student Outcomes	INTASC Standard
A.	9
B.	3
C.	7
D.	5
E.	5, 6
F.	8
G.	2, 3, 4
H.	3, 7
I.	9, 10

### Required Texts

Eby, J. W., Herrell, A. L., & Jordan, M. (2009). *Teaching in the elementary school: A reflective action approach*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

National Association for the Education of Young Children (NAEYC): *Guidelines for developmentally appropriate practice*. (<http://www.naeyc.org/about/positions/>)

### Course Requirements and Assignments

Assignment	%
Objective Writing	5
Group Practice Lesson Plan & Individual Reflection	5
Field Observation Log	25
Group Lesson Plan/Presentation & Individual Reflection	15
Individual Lesson Plan	15
Final Lesson Plan*	25
Participation	10

\*Designated performance-based assessment

1. Objective Writing. After group practice on writing objectives, students will individually write an objective for each of three SOLs based on appropriate developmental practice and student outcomes. (Objectives A-H)
2. Practice Lesson Plan. In groups of two or three, students will (a) select an instructional strategy from the textbook and write a lesson plan, and (b) write an individual reflection on the process. (Outcomes B-H)
3. Group Lesson Plan Presentation and Reflection. In small groups, students will select one of the instructional strategies (sign up for this will be done in class). The group will identify an elementary grade level, content area, SOL and content standard, and design a short lesson (15 minutes) using that strategy. The lessons will be presented during the appropriate class session. An individual reflection will be due the week following the teaching of the lesson. (Outcomes B-H)
4. Individual Lesson Plan #1. Each student will identify a grade level, SOL and content standard, and design a complete lesson (15 minutes) using at least two-three of the strategies learned. The lesson will follow the Mason format and include all aspects. (Outcomes B-H)
5. Field Observation Log. Students will observe in network schools throughout the semester. Each student will be given five specific observations to complete. These will then be compiled and reflections (with citations) will be added for each. The specific observations and items to observe will be handed out in class but will include: one on context and layout of the classroom; two lesson observations (one each on mathematics, social studies, or science), and two on management (one a macro view of the classroom's routines and rules and one a micro view of individual students' behavior management and guidance strategies). (Outcomes A-I)
6. Final Lesson Plan. Students will write a complete lesson plan following the Elementary Program Lesson Plan Format. This assignment will be the designated PBA for the course. (Outcomes B-H)
7. Participation. Students will be assessed on class participation, evidence of readiness for class discussions, and group activities. (Outcomes A-I)

### **Grading Scale**

94 - 100 = A  
90 - 93 = A-  
86 - 89 = B+  
80 - 85 = B  
70 - 79 = C  
Below 70 = F

### **University and Elementary Program Policies**

Cell Phones. The university has a policy that requests that students turn off pagers and cell phones before class begins. One cell phone will remain on in class that is registered with the Mason Alert System.

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Approved March 2004

### Elementary Program Policies

Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Prior consent of the instructor must be received for late assignments. If prior consent is not received, ratings will be reduced.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and Standard English usage and mechanics are expected of graduate students. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

**Schedule for Class Content and Assignments**  
**EDCI 544**  
**Spring 2009**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Jan. 25</b>	Reflecting on teaching. INTASC, ACEI and NBPTS standards	Eby et al., Chapter 1	
<b>Feb. 1</b>	Classroom management	Eby et al., Ch 2	
<b>Feb. 8</b>	Bloom's taxonomy; writing objectives; planning lessons.	Eby et al., Ch 3	
<b>Feb. 15</b>	Teacher planning for the curriculum	Eby et al., Ch 4	<b>Objective Writing</b>
<b>Feb. 22</b>	Curriculum planning cont.	Eby et al., Ch 4 cont.	
<b>March 1</b>	Diverse needs	Eby et al., Ch 5	<b>Group Practice Lesson Plan &amp; Individual Reflection</b>
<b>March 8</b>	SPRING BREAK		
<b>March 15</b>	Active and authentic learning and instruction	Eby et al., Ch 6	
<b>March 22</b>	Teaching strategies for authentic learning	Eby et al., Ch 7	
<b>March 29</b>	NO CLASS NO FIELDWORK		
<b>April 5</b>	Classroom discussion Integrating technology	Eby et al., Ch 8 Eby et al., Ch 11	
<b>April 12</b>	Sharing strategy-based group lesson plans		<b>Group lesson plans #2</b>
<b>April 19</b>	Standards + creativity	Eby et al., Ch 9	<b>Individual Lesson Plan #1</b>
<b>April 26</b>	Assessment of student progress	Eby et al., Ch 10	<b>PBA Field Observation Log</b>
<b>May 3</b>	NO CLASS		
<b>May 10 Finals Week</b>	<b>School – community connections</b>	<b>Eby et al., Ch 12</b>	<b>Performance based assessment lesson plan</b>