

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

EDCI 544: Curriculum and Methods of Teaching in Elementary Education, 3 credits

Spring 2013

Mondays 4:30 pm - 7:10 pm, Robinson Hall A247

Jan. 28 – May 15, 2013

Instructor: Dr. Stephanie Dodman

Office: Thompson Hall 1802

Phone: 993-3814

Email: sdodman@gmu.edu

Skype ID: stephaniedodman

Office Hours: Tuesdays 1-4pm and by appointment; Skype meetings available

Course Description

Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation. Prerequisite(s): Admission into elementary education graduate program; must be taken in programmatic sequence. Hours of Lecture or Seminar per week: 3

Learning Outcomes

Students will be able to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21st century (INTASC 9)
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity (INTASC 3)
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling) (INTASC 7)
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students (INTASC 5)
- 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 (INTASC 5, 6)
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use (INTASC 8)
- 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 (INTASC 2, 3, 4)
- 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 (INTASC 3, 7)
- I. 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)

Standards

INTASC Standards

1. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
4. 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.
5. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
6. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
7. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
8. 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.
9. 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.

Nature of the Course

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as scheduled online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and simulated teaching experiences.

Course Assumptions

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, you are expected to regularly contribute to class discussions and activities as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. You must be “present” throughout all discussions and activities.

Readings

Herrell, A. L., Jordan, M., & Eby, J. W. (2012). *Teaching in the elementary school: A reflective action approach*. (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Evertson, C. M. & Emmer, E. T. (2013). *Classroom management for elementary teachers* (9th ed.). Boston, MA: Pearson, Allyn & Bacon.

Additional selected readings will be posted on Blackboard.

Virginia's Standards of Learning for K-6

http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

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

Grading Policies

The final grade for this course will be based on the instructor's evaluation of the teacher candidate's achievement and progress according to the following scale.

A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70

Remember: A course grade less than B requires that you retake the course.

Note:

Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.

All written papers must be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

TaskStream Requirements

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 544: *Field Observation Reports*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Assignments

Brief assignment descriptions follow. A more detailed Assignment Packet (directions and rubrics) will be handed out in class and available on Blackboard. Only the *Field Observation Reports (PBA)* rubric is attached to the end of this syllabus.

Assignment	Points
Readings, In-Class, and Online Activities	15
Group Planning and Teaching Exercise	20
Backwards Design Plan	25
Social Skills Lesson	10
Field Observation Reports (PBA)	30
	100

Readings, In-Class, and Online Activities. You are expected to be on-time and prepared for class each week. This means having completed all assigned readings and tasks for that week before class begins. Because class is heavily founded in peer work and discussion, if you are not prepared, it affects not just your own learning, but that of your peers. You are expected to be an active participant in all activities. This also extends to any and all online activities completed throughout the duration of the course.

(Outcomes A-I)

15 individual points

Group Planning and Teaching Exercise. In groups of three to four, students will design a complete 20-minute lesson. Using the same content standard for a grade, each group's plan will teach the standard using different (assigned) instructional strategies. The lesson will follow the Mason Elementary Program Lesson Plan Format and will be planned for the same group of students. You will teach your plan to the class and then reflect on its implementation. (Outcomes B-H).

Lesson plan: 10 group points

Teaching: 5 group points

Reflection: 5 individual points

Backwards Design Unit Plan. Use the backwards design template to design a lesson sequence that incorporates a variety of instructional elements from Herrell, Jordan, and Eby. The plan will include Stages 1 and 2 and 3 of the backward design template. Stage 3 will also include three lesson plans created in the GMU Lesson Plan format. The last part of this assignment is to write a reflective narrative that describes your thoughts about the lesson planning process and compares it to the single lesson plan creation. Each member will also complete an evaluation of their own work and that of their group members. (Outcomes A-I)

Plan: 20 group points

Reflection and Group Contribution: 5 individual points

Social Skills Lesson. Individually, you will create one lesson that addresses a social skill appropriate for your observed grade level. While you are only creating one lesson, you must place this lesson within a larger learning context. You must include Stages 1, 2, and 3 of the backwards design plan, but you only need to include ONE lesson plan of the unit. (Outcomes A-I)

10 individual points

Field Observation Reports (PBA). Students will observe in network schools throughout the semester. There are specific observations to complete. These will then be compiled into a field observation report 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:

- 1 on context and layout of the classroom;
- 2 lesson observations (one each on mathematics, social studies, or science), and
- 2 on management (one a macro view of the classroom's *routines and rules* and one a micro view of *behavior management and guidance strategies for students*). (Outcomes A-I)

30 individual points

GMU Policies and Resources for Students

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c) Students are responsible for the content of university communications sent to their George Mason University 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.
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Curriculum and Methods of Teaching in Elementary Education Course Calendar

Date	Topic/Guiding questions	Reading/Assignment Due	Online Activity After Class
Jan. 28	Introductions <ul style="list-style-type: none"> • What is curriculum? • Who makes curriculum decisions? • What is reflective teaching? • Kinds of teacher knowledge 	Herrell, Ch. 1 Zeichner, Ch. 1 (pdf)	Post Learning Survey by Jan. 31 midnight
Feb. 4	What is the relationship b/t curriculum, instruction, and management? <ul style="list-style-type: none"> • Learning communities • Routines • Discuss CC observation report 	Herrell, Ch. 2 Evertson Chs. 1 and 2	
Feb. 11	Unit Planning <ul style="list-style-type: none"> • How does a bigger picture drive my individual lessons? • What is the relationship b/t standards (what) and instruction (how)? • Form grade level groups for unit/lesson planning 	Herrell, Ch. 4 Wiggins & McTighe (pdf) Context Observation Report Draft due for feedback (submit online)	
Feb. 18	Lesson Planning <ul style="list-style-type: none"> • How do we plan for students' diverse needs? (differentiating instruction) • Planning for effective management • Writing learning objectives 	Herrell, Ch. 3 and 5 Evertson, Ch. 6	Journal by Feb. 21 midnight (writing learning objectives)
Feb. 25	Instructional strategies and methods <ul style="list-style-type: none"> • Active and passive engagement • Managing active learning 	Observation of Lesson 1 Report Draft Due for feedback (submit online) Herrell, Chs. 6, 7, and 9 Evertson, Ch. 7	
Mar. 4	Group planning and teaching exercise (submit online- one person per group upload plan and materials)		Journal by Mar. 7 midnight (reflection 3 questions)
Mar. 11	<i>GMU Spring Break</i>		
Mar. 18	Classroom discussions <ul style="list-style-type: none"> • Authentic or contrived • Questioning- open and closed • Communicative competence • Group teaching cont'd if necessary 	Herrell, Ch. 8	
Mar. 25	Assessment of learning <ul style="list-style-type: none"> • How and when do I assess? • Methods of assessment 	Herrell, Ch. 10 <i>Observation of Lesson 2 Report Checkpoint</i> (submit online)	

Date	Topic/Guiding questions	Reading/Assignment Due	Online Activity After Class
Apr. 1	Establishing the climate <ul style="list-style-type: none"> • What role do rules and procedures play in the classroom? • How and why does environment matter? • How do your students affect management? • Culturally responsive classroom management (relationships) 	Evertson, Chs. 3, 4, and 5 Weinstein (pdf)	
Apr. 8	Maintaining the climate <ul style="list-style-type: none"> • Feedback (academic and managerial) • Language 	Classroom Management 1 Report Draft due for feedback (submit online) Evertson, Chs. 8 and 9 Denton (pdf)	
Apr. 15	Addressing challenging/unfamiliar behaviors <ul style="list-style-type: none"> • Using consequences • Social skills instruction • Managing for all students' success 	Backwards Design Plan Due (submit online) Evertson, Chs. 10 and 11	Journal by Apr 18 midnight (Backwards unit self and peer evaluation)
Apr. 22	Working with partners <ul style="list-style-type: none"> • Role of families • Role of teachers • Role of school community 	Herrell, Ch. 11	
Apr. 29	No F2F Class: Work Day	Social Skills Lesson Due (submit online)	Journal by May 2 midnight (progress)
May 6	Self-Reflection <ul style="list-style-type: none"> • Examination of strengths/weaknesses • Action steps • Potluck Last class	Classroom Management 2 Report Checkpoint (submit online) Herrell, Ch. 12	Journal by May 9 midnight (effective attributes of effective 21 st century teacher)
May 7	Final Field Observation Reports (PBA) Due (submit to TaskStream)		

Calendar is tentative and may be modified in line with course needs.

*all (submit online) assignments should be uploaded BEFORE class begins that day.

Field Observation Reports (PBA) Rubric

	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
<p>ACEI Standards 1, 3.1, 3.2; INTASC 2 Candidate has the knowledge and understanding to identify learning experiences that assist individual students' development and acquisition of knowledge.</p>	<p>Candidate: (a) Specifically identifies how curriculum and instruction meets the diverse needs of children. (b) specifically identifies planning, implementation, and assessment of appropriate learning experiences</p>	<p>Candidate: (a) Recognizes curriculum and instruction that meets the diverse needs of children. (b) Recognizes planning, implementation, and assessment of appropriate learning experiences.</p>	<p>Candidate: (a) Minimally recognizes how curriculum and instruction meets the diverse needs of children (b) Is unclear about planning, implementation, and assessment of appropriate learning experiences.</p>	<p>Candidate: (a) does not recognize curriculum that meets the diverse needs of children (b) does not recognize or identify planning, implementation, and assessment of appropriate learning experiences.</p>	
<p>ACEI Standard 3.2; INTASC 3 The candidate understands how elementary students differ in their development and approaches to learning, and recognizes teaching and learning experiences that are adapted to diverse students.</p>	<p>Candidate clearly knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture and can identify, giving specific examples, how instruction can accommodate this.</p>	<p>Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning, language, and culture and understands how teachers can accommodate this.</p>	<p>Candidate is able to demonstrate minimal understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture but does not identify how teachers can accommodate this.</p>	<p>Candidate fails to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture; and how this can be accommodated in lessons.</p>	
<p>ACEI Standards 3.1, 3.3; INTASC 4 Candidate understands a variety of teaching strategies that encourage students' development of critical thinking, and problem solving.</p>	<p>Candidate specifically identifies how instruction is based on learning theory, and how effective teaching strategies activate prior knowledge, encourage exploration and problem solving.</p>	<p>Candidate identifies instructional strategies that are based upon effective teaching strategies which activate prior knowledge and encourage exploration and problem solving.</p>	<p>Candidate demonstrates limited ability to identify instructional strategies and fails to give examples of strategies to activate prior knowledge, exploration and problem solving.</p>	<p>Candidate fails to demonstrate an understanding of instructional strategies and learning theory.</p>	
<p>ACEI Standard 1, 3.2, 3.4; INTASC 5</p>	<p>Candidate: a) Clearly identifies</p>	<p>Candidate: a) Identifies rules and</p>	<p>Candidate: a) Identifies some</p>	<p>Candidate: a) Fails to identify or</p>	

<p>Candidate knows and understands individual and group motivation and behavior management among K-6 students.</p>	<p>routines and rules with detailed examples and in depth reflections. b) Clearly identified behavior management and guidance techniques with detailed and in depth reflections.</p>	<p>routines and gives examples. Lacks comprehensive reflections. b) Identified behavior management/ guidance techniques. Gave comprehensive reflections.</p>	<p>routines and rules. Failed to give adequate examples and reflections. b) Identified some behavior management and guidance techniques. Reflection cursory.</p>	<p>describe required rules and routines. b) Fails to identify or describe required behavior management /guidance.</p>	
<p>ACEI Standards 3.1, 3.2, 3.3, 3.4; INTASC 7 Candidate understands and knows the components of a lesson plan.</p>	<p>Candidate identifies and discusses in detail all components of lesson plan and writes deep analysis of strengths of lesson; differentiation discussed thoroughly.</p>	<p>Candidate identifies all components of lesson plan, beginning analysis of strengths of lesson; some discussion of differentiation.</p>	<p>Candidate identifies most components of lesson plan, little analysis of strengths for whole group or individuals.</p>	<p>Key areas not addressed, superficial understanding of lesson planning.</p>	
<p>ACEI Standard 4; INTASC 8 Candidate understands formal and informal assessment strategies that evaluate and strengthen instruction.</p>	<p>Candidate specifically identifies the reasons to implement certain assessments (i.e., formal and informal), and developmental appropriateness as related to students' learning and discusses their use in depth.</p>	<p>Candidate identifies the reasons to implement certain assessments based on type (i.e., formal and informal), and appropriateness and includes complete discussion.</p>	<p>Candidate identifies the reasons to implement certain assessments based on type (i.e., formal and informal). Minimal discussion.</p>	<p>Candidate fails to show understanding of appropriate assessments.</p>	
<p>ACEI Standard 5.1; INTASC 9 Candidate reflects on teaching practice in light of theory and research on teaching, professional ethics, and resources available.</p>	<p>Candidate gives detailed description, analysis, and reflection on benefits or challenges. Specific connections consistently made to course content.</p>	<p>Candidate gives general description, beginning analysis, and some reflection on benefits or challenges of lessons. Connections made to class content and readings.</p>	<p>Candidate gives minimal descriptions and vague reflections on lessons. Few connections to class content or readings.</p>	<p>Candidate fails to reflect on lessons and makes no connection to class content and readings.</p>	