

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

EDCI 544 Section 002
Curriculum and Methods of Teaching in Elementary Education
3 credits/Fall 2015 (August 31 – December 7)
7:20–10:00 pm/Mondays
Th L028

Professor: Dr. Audra Parker

Office Hours: By appointment; Skype appointments can also be made (**skype ID:** audraparker)

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COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education graduate program; must be taken in programmatic sequence.

B. **University Catalog Course Description:** Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

C. **Expanded Course Description:** N/A

D. This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section.

DELIVERY METHOD:

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as in online discussions and activities. Face-to-face class sessions will include small/large group tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

LEARNER OUTCOMES:

This course is designed to enable students 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 1, 2, 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 1, 3, 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 3)

- f) Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6)
- 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 8)
- 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 1, 2, 3, 4, 8)
- 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)

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 #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **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.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 2.7: Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—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 environments
- **Standard 3.5 Communication to foster collaboration**—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.
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

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

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways:
 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

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:

Weinstein, C. S. and Romano, M. (2014). Elementary classroom management: Lessons from research and practice (6th edition). Upper Saddle River, NJ: Pearson Education, Inc.

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

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions

Weekly Reflections (3 pts. per week)

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, it is expected that you complete the following each week:

You will **analyze the readings in terms of your prior learning, personal experiences, field experiences, and other course content** and record these responses in your journal in a 4-row chart. Your reflection should:

- follow the format (I thought/remember...In the field...I believe...A connection I can make is...)
- be completed before the class period begins.
- include the date/chapters in heading and page numbers with each prompt
- be brief, yet thoughtful, and demonstrate genuine consideration of the text (1/2-1 page total)
- be accessible during each class session.

Post Class Thoughts (3 pts. per week)

At the end of each class, you are expected to complete a brief description of your post class thoughts. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

Attendance and Participation Expectations (3 pts. per week)

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. 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 unless advance notice has been provided to the instructor.

Classroom Tour (20 points)

As part of this class, you will purchase your Edthena license. This will be used throughout the remainder of your courses and in your final internship. A link will be provided in class. For this initial assignment, you will take us on a 2-3 minute video tour of your classroom. It should include the following components

- A descriptive look at the features of your classroom. Include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc...
- An analysis of your video in Edthena. **Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.**
- Reflective comments on each of the videos posted by peers in your grade level group.

Physical Activity Report (20 points)

This is PBA #1 for EDCI 544.

Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- 1) Analyze and summarize the findings based on their knowledge of learner development.
- 2) Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- 3) Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

Designing and Implementing Instruction (52 points)

This is PBA #2 for EDCI 544.

You are expected to observe, assist and teach for a total of 15 hours for EDCI 544 in your assigned Mason Elementary PDS school site. The purpose of this performance based assessment is to provide you an opportunity to design and implement instruction in K-6 classrooms during your observation hours. Specifically, you will use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create three lesson plans. You will teach each of these lessons in your field placement classroom. Through video coding, you will reflect on your professional development and discuss implications for future instruction. This series of activities will allow you to observe and experience

- how your readings on child development, motivation, and management intersect with real-world elementary classrooms;
- instructional planning opportunities in a scaffolded, supported context
- the practice of analyzing the strengths and weaknesses of a lesson

This PBA has three parts: Contextual description, lesson plans, and reflection. Each is described in detail in the appendix of the syllabus.

2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Percentage</i>	<i>Due Date</i>
A-I	Reflections	<u>3 pts/week</u>	10%	Weekly
A-I	Attendance/Participation	<u>3 pts/week</u>	<u>10 %</u>	Weekly
A-I	Weekly Post Class Thoughts	<u>3 pts/week</u>	<u>5%</u>	Weekly
A-I	Lesson Observation Forms	<u>5 pts/week</u>	<u>5%</u>	Oct 13 th Oct 19 th
A, E	Classroom Tour	<u>20 points</u>	<u>20%</u>	Oct 5 th
A, B	Physical Activity Tracking*	<u>20 points</u>	<u>20%</u>	Oct 19 th
B, C, G, H, I	Designing and Implementing Instruction*	<u>52 points</u>	<u>30%</u>	Part 1: Nov 2 nd Part 2: Nov 30 th Part 3: Dec 7 th

*Designated performance-based assessment

3. GRADING POLICIES

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

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

4. OTHER EXPECTATIONS

- All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource:
<http://owl.english.purdue.edu/owl/resource/560/01/>

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the syllabus (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Taskstream** as well as by hard copy in class.
- **You are expected to contribute to both class and 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. 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.

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.

5. PERFORMANCE BASED ASSESSMENTS

Physical Activity Report (20 points)

Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- 1) Analyze and summarize the findings based on their knowledge of learner development.
- 2) Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- 3) Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

Designing and Implementing Instruction (52 points)

You are expected to observe for a total of 15 hours for EDCI 544 in your assigned Mason Elementary PDS school site. The purpose of this performance based assessment is to provide you an opportunity to design and implement instruction in K-6 classrooms during your observation hours. Specifically, you will use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create three lesson plans. You will teach each of these lessons in your field placement classroom. Through video coding, you will reflect on your professional development and discuss implications for future instruction. This series of activities will allow you to observe and experience

- how your readings on child development, motivation, and management intersect with real-world elementary classrooms;
- instructional planning opportunities in a scaffolded, supported context
- the practice of analyzing the strengths and weaknesses of a lesson

This PBA has three parts: Contextual description, lesson plans, and reflection. Each is described in detail in the appendix of the syllabus.

BLACKBOARD 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/these assessment(s) (EDCI 544: Physical Activity Report and Designing and Implementing Instruction) to Blackboard (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 Blackboard. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- 1) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 3) 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.
- 4) 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/>].
- 5) 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/>].
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) 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/>].
- 8) Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
- 9) Core Values Commitment The College of Education
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/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

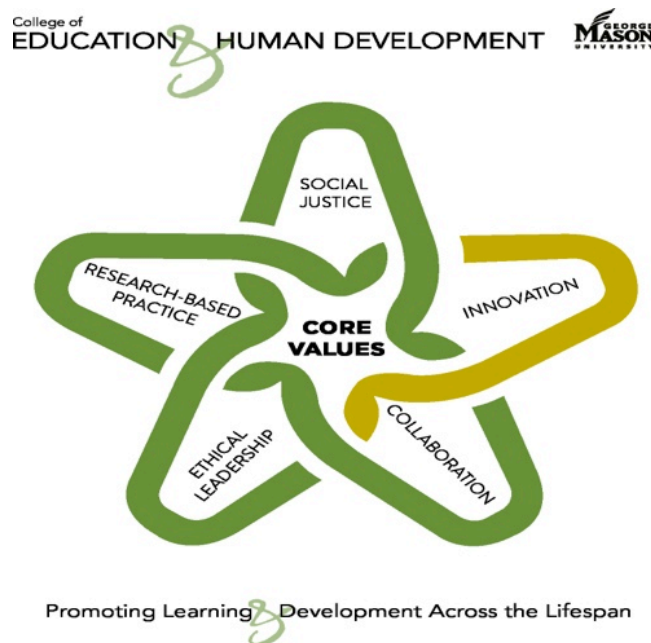
Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)



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

COURSE SCHEDULE

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

DATE	Topic/Guiding Questions	Assignments Due
August 31	<p>Introduction to Management and Instruction</p> <ul style="list-style-type: none"> • What is classroom management and how is it different than discipline? • What will I teach and why? • How are management and planning connected? 	<p>READINGS: WR: Ch. 1-Intro to CM Bb: Intro to Planning Bb: Virginia SOLs</p>
September 7	LABOR DAY HOLIDAY	
September 14	<p>Philosophies of Management and Instruction Classroom Design</p> <ul style="list-style-type: none"> • What are my beliefs about how to manage young children? • What are my beliefs about how to teach? About how children learn? • How does my classroom reflect my philosophies of management and instruction? • How do I build community in our classroom? • <i>Introduce classroom tour</i> • <i>Bring bulleted list of beliefs to class</i> 	<p>READINGS: WR: Ch. 2-Design WR: Ch. 3-Setting Tone Bb: Behavior Theorists Readings—assigned section Bb: Differentiated instruction</p> <p>DUE: Reflection</p>
September 21	<p>Building Blocks of Management and Instruction</p> <ul style="list-style-type: none"> • How do I make observations? • How do I set expectations for student behavior? • How do I respond to classroom misbehaviors • <i>Introduce Physical Activity PBA</i> • <i>Introduce Management Observation Forms</i> 	<p>READINGS: WR: Ch. 4-Establishing Norms WR: Ch. 11: Protecting and Restoring Order Bb: Making Observations</p> <p>DUE: Reflection</p>
September 28 *online	<p>Building Blocks of Management and Instruction: Understanding Diverse Learners</p> <ul style="list-style-type: none"> • What do I know about my students' physical, psychological, and social developmental needs? • In what ways are learners different? How do I get to know my students? • How do I use my knowledge of students to enhance motivation? • What is the impact of this on instruction and management? 	<p>WR: Ch. 7: Enhancing Motivation Bb: Physical activity reading Bb: Pre-assessments Review Yardsticks chapters for age range;</p> <p>DUE: Reflection</p>

<p>Oct 5th</p>	<p align="center">Principles of Effective Instruction</p> <ul style="list-style-type: none"> • How do I know what they know? • What are the key elements of effective instruction? • What are the principles of gradual release/direction instruction? • How do I create meaningful instructional objectives? <p><i>Introduce PBA</i> <i>Introduce Lesson Observation form</i></p>	<p>READINGS: Bb Reading: Gradual release/direct instruction Bb: Writing Objectives Bb: Preassessment Review grade level SOLs</p> <p>DUE: Reflection <i>Classroom Tour</i> <i>Management Observation Forms</i></p>
<p>October 13th *NOTE TUESDAY DATE</p>	<p align="center">Principles of Effective Instruction</p> <ul style="list-style-type: none"> • What are the key elements of gradual release/direct instruction and how do I use them to plan an effective lesson? • How do I design instruction that incorporates auditory, visual, tactile, and kinesthetic learner modalities? • How do I maximize instructional time? 	<p>READINGS: WR: Ch. 6-Making the Most of Time Bb: Instructional planning—modality considerations Bb: How do I build in physical activity?</p> <p>DUE: Reflection <i>Lesson Observation Form</i></p>
<p>October 19th</p>	<p align="center">Principles of Effective Instruction-Groupwork</p> <ul style="list-style-type: none"> • What are the key elements of gradual release/direct instruction and how do I use them to plan an effective lesson? • What are the key elements of group instruction and how do I use them to plan an effective lesson? • How do I manage group work? 	<p>READINGS: WR: Ch. 9: Managing Groupwork Bb: Groupwork readings</p> <p>DUE: Reflection <i>PBA 1: Physical Activity Report</i> <i>Lesson Observation Form</i></p>
<p>October 26th</p>	<p align="center">Management and Instruction</p> <ul style="list-style-type: none"> • How do I manage independent work? • What are modifications and accommodations? <p><i>Guest speaker-special education</i></p>	<p>READINGS: WR: Ch. 10-Managing independent work WR: Ch 12: Helping students with special needs Bb readings: Movement Bb readings: accommodations and modifications</p> <p>DUE: Reflection</p>

<p>November 2nd</p>	<p style="text-align: center;">Assessing Instruction</p> <ul style="list-style-type: none"> • What is the difference between assessment and evaluation? • What is formative assessment and how do I use it to guide instruction? • What is summative assessment and how do I use it to guide instruction? 	<p>READINGS: Bb readings: Assessment Bb readings: As assigned—additional instructional strategies</p> <p>DUE: Reflection <i>PBA #2-Part 1</i></p>
<p>November 9th</p>	<p style="text-align: center;">Models of Instruction: Concept Attainment</p> <ul style="list-style-type: none"> • What are the key elements of concept attainment and how do I use them to plan an effective lesson? 	<p>READINGS: Bb reading: Concept Attainment</p> <p>DUE: Reflection</p>
<p>November 16th</p>	<p style="text-align: center;">Models of Instruction: Inquiry</p> <ul style="list-style-type: none"> • What are the key elements of inquiry and how do I use them to plan an effective lesson? 	<p>READINGS: Bb readings: Inquiry</p> <p>DUE: Reflection</p>
<p>November 23rd online</p>	<p style="text-align: center;">Models of Instruction: Project and Problem Based Instruction Units of Instruction</p> <ul style="list-style-type: none"> • What is unit planning and how does it guide my instruction? • What are the key elements of project and problem-based instruction and how do I use them to plan an effective lesson? 	<p>READINGS: Bb readings: Strawberry Farms Bb readings: Unit planning</p> <p>DUE: Reflection</p>
<p>November 30th</p>	<p style="text-align: center;">Models of Instruction: Project and Problem Based Instruction-cont...</p> <ul style="list-style-type: none"> • What are the key elements of project and problem-based instruction and how do I use them to plan an effective lesson? <p style="text-align: center;">Responding to Violence</p> <ul style="list-style-type: none"> • How do I respond to potentially volatile situations? 	<p>READINGS: WR: Ch. 13</p> <p>DUE: Reflection <i>PBA #2-Part 2</i></p>

<p>December 7th</p>	<p style="text-align: center;">Working with Families</p> <ul style="list-style-type: none"> • How do I engage families as an elementary teacher? <p style="text-align: center;">Tying it Altogether</p> <ul style="list-style-type: none"> • What are my beliefs about how to manage young children? • What are my beliefs about how to teach? About how children learn? • How are management and planning connected? 	<p>READINGS: WR: Ch. 5</p> <p>DUE: Reflection/Resource <i>PBA #2-Part 3</i></p>
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ASSIGNMENT DETAILS
EDCI 544

Items to accomplish in field experience (*information for your classroom teacher*)

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

MID/LATE SEPTEMBER	<p>Classroom Tour Video record a 2-3 minute tour of the classroom. This is best completed when children are not in the classroom so that it does not distract them. The tour should be non-evaluative—merely descriptive.</p>
LATE SEPTEMBER/ EARLY OCTOBER	<p>Physical Activity Assignment Work with peers and classroom teacher to design a plan for having students track their movement and physical activity for one full week. Suggestion:</p> <ul style="list-style-type: none"> • Incorporate tracking into morning routine (e.g-have them record previous day's after school activity as soon as they come in the following morning)
NOVEMBER	<p>Lesson Planning and Instruction</p> <ul style="list-style-type: none"> • Use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create three lesson plans. You should work closely with your classroom teacher to identify topics and dates for instruction. You will work collaboratively in class and with your teacher to design your lessons. These should be shared at least 48 hours in advance with your teacher and your course instructor. Each lesson should be video-recorded. Please remember to identify any students who are not allowed to be on video.

Please discuss these with your teacher early (NOW) in the semester so you can plan with him/her.

LESSON OBSERVATION FORM

Based on the lesson observation and other observations in the classroom, describe what you observe in each of the areas listed below. Use rich, detailed descriptions.

Objective

What was the objective/outcome? How did the teacher inform the students about it?

Materials and Products

What materials were needed? Materials? Books? Charts? Student work/products? Technology? Where were these? How were they accessed?

Procedures

How did the teacher make a link with prior learning? How did the teacher engage students' interest (hook)?

Which instructional strategies/activities did you identify? Was there modeling? Practice?

How did the teacher incorporate modalities and physical activity into the lesson?

How did the teacher conclude the lesson?

How did the teacher assess learning both formally and informally throughout the lesson? Were formal assessments conducted, and if so, what type?

How did the teacher differentiate for different learning needs?

Instructional Orientation

What instructional strategies, learning theories, and/or instructional models used in the lesson?

Grouping Practices

What evidence of varied grouping practices do you see?

Whole Group Instruction? Small Group Instruction? Pair Work? Individual Work?

Teacher Activities

What evidence of the teacher's roles do you see? Teacher as coach/facilitator? Teacher as information provider? Giver of feedback during instruction?

Diversity

What evidence of addressing student diversity do you see?

Cognitive, physical, social, emotional diversity?

Cultural (ethnic, religious) diversity?

Linguistic diversity? Gender diversity? Learning styles?

What else do you see that is important to teaching elementary students?

CLASSROOM MANAGEMENT OBSERVATION FORM
(Macro-level)

Use during several observation visits to collect information/data in each of the areas listed below.
Use rich, detailed descriptions.

Routines and Procedures:

- Classroom Routines (administrative, movement, housekeeping, lineup)
- Lesson Routines (finished work, early finishers)
- Interaction Routines (talk, responding to questions)

Transitions

- Within the lesson and between lessons
- Transitions into and out of the classroom

Classroom Management

- Philosophy
- Norms
- Rules and expectations
- Consequences
- Rewards (extrinsic, intrinsic)

CLASSROOM MANAGEMENT OBSERVATION FORM
(Micro-management strategies)

Use during several observation visits to collect information/data in each of the areas listed below.
Use rich, detailed descriptions.

In working with individual students, note examples of the following

Motivation:

- Providing reinforcement or reward; use of behavior contracts
- Using praise and encouragement
- Proactive management strategies to redirect or head off misbehaviors

Providing explanations

Offering assistance

Accepting diversity/differences

Addressing minor misbehaviors

- Use of consequences
- Withitness, scanning, voice inflection, proximity, movement, non-verbal cues
- Verbal cues (use of name, rule reminder)

Addressing more serious misbehaviors

- Use of behavior contracts
- Warning, incentive, loss of privilege, punishment

PBA 1: Physical Activity Report

- *Physical Activity Report*

Students will ask their K-6 students to track their movement and physical activity for one full week. Students will collect and analyze this information from their K-6 students and complete the following tasks:

- i. Analyze and summarize the findings based on their knowledge of learner development.
- ii. Demonstrate their understanding of the importance of active, healthy lifestyles for young children by discussing the implications of their findings for their instruction and management. Specifically, what will they do in their classroom in terms of instruction and management to incorporate physical activity and movement.
- iii. Use their skills to create an activity or series of activities to foster healthy life styles and enhanced quality of life.

Name: _____

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
INTASC 1 ACEI 1, 2.7 Chart of findings and descriptive summary	Limited description and analysis of findings; missing chart or summary	Summary is a minimal description, analysis is limited; chart of findings is lacking all information.	Chart is complete; summary adequately describes the key findings; some analysis of findings is included with general connections to course content.	Thorough analysis of findings with detailed summary; includes specific connections to course content; chart is thorough and complete;
INTASC 1, 3, 7 ACEI 1, 2.7 Implications of findings for planning and management	Limited description of implications for planning and management; one or more components are missing	Summary of implications for both planning and instruction are minimal.	Summary adequately describes implications for planning and instruction; includes general connections to course content.	Summary thoroughly describes implications for planning and instruction; includes specific connections to course content.
INTASC 1, 4, 5, 10 ACEI 1, 2.7 Activities for fostering healthy lifestyle	Limited and superficial activities that are not connected to findings or course content	Some activities are included but they are limited in scope and connectedness to course content.	Activities included are age appropriate and meet goals of fostering healthy lifestyles. General connections to course content are included.	A variety of age-appropriate activities are included and meet goals of fostering healthy lifestyles. Specific connections to course content are included.

Total:

Average:

Elementary Education Program**Lesson Plan Format**

Teacher Candidate: _____ Grade

Level: _____

Title: _____ Date:

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- I. Objectives
 - State what students will be able to do as a result of this experience.
 - List national, state, or local objectives, if possible.
 - II. Materials for Learning Activities
 - List the texts, equipment, and other materials to be used by the students.
 - List the materials, including equipment or technology used by the teacher in presenting the experiences.
 - III. Procedures for Learning Activities
 - Introduction – outline procedures for activating prior knowledge and student interest.
 - Instructional strategies – outline what the teachers and students will do.
 - Summary – outline how you will close the lesson.
 - Give estimated time for each phase of the experience (introduction, instruction, summary).
 - Describe extensions or connections to other lessons.
 - IV. Assessment
 - Outline the procedures and criteria that will be used to assess each of the stated objectives.
 - Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).
 - V. Differentiation
 - A description of the various ways the lesson *proactively* addresses the diverse needs of learners in terms of content, process, and product through readiness, interest, and learning style.
 - VI. Accommodations
 - List adaptations that will be made for individual learners.
 - VI. Technology Integration
 - List uses, adaptations, and activities that integrate technology
 - Provide materials needed
 - VI. Reflection
 - After the lesson, reflect on what went well and what didn't go well. Write changes you might implement the next time the lesson is taught.

PBA 2: Designing and Implementing Instruction

You are expected to observe for a total of 15 hours for EDCI 544 in your assigned Mason Elementary PDS school site. The purpose of this performance based assessment is to provide you an opportunity to design and implement instruction in K-6 classrooms during your observation hours. Specifically, you will use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create three lesson plans. You will teach each of these lessons in your field placement classroom. Through video coding, you will reflect on your professional development and discuss implications for future instruction. This series of activities will allow you to observe and experience

- how your readings on child development, motivation, and management intersect with real-world elementary classrooms;
- instructional planning opportunities in a scaffolded, supported context
- the practice of analyzing the strengths and weaknesses of a lesson

This PBA has three parts: Contextual description, lesson plans, and reflection. Each is described in detail in the following sections.

Part 1: Demographic Information and Classroom Context

Using your observations of your field placement classroom, you will write a rich description of the classroom. In each section, make explicit connections to the course readings/content. This section should include the following components:

- Overview of demographic makeup of the classroom
- General description of teacher and his/her instructional style. In addition, describe communication and engagement strategies used by the teacher.
- General description of the classroom management systems in place. Specifically reference both macro level (routines, procedures, rules, systems) and micro level (consequences, individual behavior plans) strategies used, as well as motivational strategies employed.
- Description of the student learners, including a general description of developmental needs of the age group as well as a specific description of the myriad learner differences present in your classroom. Include specific examples of how teacher responds to/accommodates for these.

Part 2: Instructional Planning

After analyzing your context and studying of the Virginia Standards of Learning curriculum used in Virginia public schools, you will collaborate with your classroom teacher to plan and teach three lessons. The three lessons can be in any content area and can be small group or whole group. You are encouraged to teach at least one whole group lesson. Each lesson plan should be submitted to both your classroom teacher and your course instructor at least 48 hours prior to it being taught.

Each lesson plan should follow the Mason Elementary PDS Lesson Plan Template, which includes the following sections: standards, objectives, procedures, assessment, technology considerations, learner difference considerations (differentiation, accommodations/modifications). In addition, each lesson plan should include a rationale for the chosen instructional approaches.

Part 3: Instructional Analysis and Reflection

Each lesson that you teach should be video-recorded. You will then select a 10-15 minute segment to upload to your assigned Edthena group. Following each lesson you are responsible for reviewing your video and comment on your teaching. Analyze the lesson in light of our course readings and discussions and consider

- the overall effectiveness of the lesson,
- how aspects of the lesson (both curriculum and instruction) met the diverse needs of the students and/or offers suggestions in instances when the lesson did not appear to meet the diverse needs of learners.
- how the lesson incorporated a variety of engaging instructional practices including critical thinking
- assessment strategies used in the lesson and rationale/appropriateness of these choices for diverse learners

In addition, comment on the videos of your grade level group members. As a summative activity, review the comments received on each of your videos, as well as your own comments. Write a one page overall reflection on the planning/instructional experience. Consider your strengths and areas of growth as you reflect.

SUBMISSION TO Blackboard should include word documents for Parts 1 and 2. For Part 3, include the pdf of the reflective dialogues from Edthena as well as your 1-2 page description.

Field Observation Reports PBA Rubric

Name: _____

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
PART 1: Contextual Description				
Demographic Description ACEI 1.0 INTASC 2	Limited description demographic description. No reflection and connection to course content.	General demographic description. Minimal reflection and connection to course content.	Somewhat detailed demographic description. General connections to course content.	Detailed demographic description. Specific connections to course content.
Description of Instructional Climate ACEI 1.0 INTASC 1	Limited description of instructional climate. No reflection and connection to course content.	General description of instructional, communication, and engagement style. Minimal connections to course content.	Somewhat detailed description of instructional, communication, and engagement style. General connections to course content.	Detailed description of instructional, communication, and engagement style. Specific connections to course content.
Description of Classroom Management ACEI 1.0 INTASC 3	Limited description of classroom management. No reflection and connection to course content.	General description of motivational approaches and macro/micro level management strategies. Minimal connections to course content.	Somewhat detailed description of motivational approaches and macro/micro level management strategies. General connections to course content.	Detailed description of motivational approaches and macro/micro level management strategies. Specific connections to course content.
Description of student learners ACEI 1.0, 3.2 INTASC 2	Limited description of student learners. No reflection and connection to course content.	General description of students' developmental needs and/or needs of specific students in the class. Minimal connections to course content.	Somewhat detailed description of students' developmental needs and needs of specific students in the class. General connections to course content.	Detailed description of students' developmental needs and needs of specific students in the class. Specific connections to course content.
Part 2: Lesson Plans				
Rationale ACEI 3.1, 5.1 INTASC 1, 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.
Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.1 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures
Instructional approach and strategies ACEI 3.4, 3.5 INTASC 5, 7, 8	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is clearly identifiable and includes all components are used; highly engaging

				instructional strategies are used
Assessment ACEI 4.0 INTASC 6	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.
Learner differences ACEI 3.2 INTASC 2	Limited attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	Detailed attention to learner differences via accommodations, modifications, differentiated strategies
Part 3: Analysis and Reflection				
Analysis of individual lessons ACEI 5.1 INTASC 9	Limited analysis of individual lessons. No connections to course content.	General analysis of individual lessons. Limited connections to course content.	Somewhat specific analysis of individual lessons, including discussion of instruction in terms of working with diverse learners, engagement, and assessment. General connections to course content	Detailed analysis of individual lesson; including discussion of instruction in terms of working with diverse learners, engagement, and assessment. Specific connections to course content.
Peer analysis of individual lessons ACEI 5.2 INTASC 10	Limited feedback provided to peer group. No connections to course content.	General feedback provided to peer group. Limited connections to course content.	Somewhat specific feedback provided to peer group. General connections to course content.	Detailed feedback provided to peer group. Specific connections to course contents.
Overall reflection on professional growth ACEI 5.1 INTASC 9	Limited overall reflection on professional growth across instructional experience. No connections to course content.	General overall reflection on professional growth across instructional experience. Limited connections to course content.	Somewhat specific overall reflection on professional growth across instructional experience. General connections to course content.	Detailed overall reflection on professional growth across instructional experience. Specific connections to course contents.