

**George Mason University  
College of Education and Human Development  
Elementary Education**

**EDUC 542\_D03: Children, Families, Culture and Schools (Ages 4-12)  
Summer 2017 (May 22<sup>nd</sup> - July 10<sup>th</sup>)/3 credits  
Mondays - 8:00am - 6:00pm  
Online - 5 hours weekly (combined with EDUC 542)  
Groveton Elementary School  
<http://www2.fcps.edu/GrovetonES/>**

**Professor:** Dr. Betsy Levine Brown

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

Office Location: Thompson 1804

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## CATALOG COURSE DESCRIPTION

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**A. Prerequisites:** Admission to Elementary Education licensure program

**B. University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

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

**D. Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

**E. Course Delivery Method:** Blended with EDUC 542, Foundations in Education, this course will be delivered face-to-face (60%) and online (40%) using Collaborate and our Blackboard learning management system housed in the MyMason portal. For our online work, you will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

## LEARNING OUTCOMES

Teacher candidates completing EDUC 543 will be able to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.

4. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

## STANDARDS

### PROFESSIONAL STANDARDS:

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

1. 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.
2. 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.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

#### Association of Childhood Education International Standards

**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.

**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.

**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; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**5.2 Collaboration with families, colleagues, and community agencies:** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

#### InTASC Standards

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 #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.

### **8 VAC 20-25-30. Technology standards**

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

## **NATURE OF COURSE DELIVERY**

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

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

### Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements.

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## COURSE TEXT

### Required Texts

Slavin, R. E. (2015). *Educational psychology: Theory and practice (11<sup>th</sup> ed.)*. Boston, MA: Pearson.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14 (3<sup>rd</sup> ed.)*. Turners Fall, MA: Northeast Foundation for Children.

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

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

## COURSE ASSIGNMENTS & EVALUATIONS

### 1. Assignment Descriptions

*Weekly*

#### **a. Attendance and Participation (5 points per week/25 points total)**

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking.

Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

*Over the Semester*

***b. Community Mapping Activity (18 points total)***

In your field hours school groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of factors that influence students' daily school experiences. As you work with your field hours school groups at Colin Powell Elementary School, you will create a brief presentation (10-16 minutes max) that introduces us to the following aspects of your school:

- 1) A visual tour of both your school and the surrounding community
- 2) School description/demographics
- 3) Community description/demographics
- 4) Aspects of your school that make it unique
- 5) Intersection of course readings/discussions with your school experiences.

The presentation can take any format that your group prefers! Be creative☺. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum.

***c. Physical Activity Report (16 points total) — PBA***

In your observation groups, you will observe the physical activity and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected for your observation report]. Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What did we observe regarding these students' physical activity? Consider discussion of the observations in the classroom and school as well as the information gleaned from each interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities. (Think: *What does typical physical development look like at this age? What does this data tell me about these students' physical activity? How does the literature speak to what this means for these students' physical development?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for your future teaching. (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhanced quality of life and student learning?*)

**d. Observation Reports (50 points total) – PBA**

As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student's key developmental capacities that may influence his/her learning as well as your teaching practice. You will observe a child's physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student's developmental needs. Second, you build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom setting. Additionally, you will document how the teacher considers the observed student's familial and cultural influences. \*A detailed task description and rubric is attached. Write-ups of your observation reports will include the following:

1. **Heading:** Observer name, Grade level, teacher, Focus of observation
2. **Ethnographic report** on classroom climate and culture (*Built from community mapping project*)
  - Topics to cover:
    - The learning environment: teacher's organization, rules and expectations, etc.
    - Student demographics
    - How the teacher uses developmental information to organize and prepare the learning environment
3. Anecdotal reports on observations of one selected elementary student. Select a child who has a different cultural background from you.
  - Topics to cover:
    - Physical Development (physical growth, eating habits, physical activity, rest and sleep, health)
    - Cognitive Development: (stage of cognitive development according to Piaget, Vygotsky's socio-cultural theory, self-talk/inner speech, socio-cultural/diversity factors; cognitive processes such as, attention, memory, thinking and reasoning, metacognition)
    - Affective Development (Emotional Development: Erikson's identity theory, emotion, temperament and personality); (Social Development: sense of self, social cognitions, self esteem, perspective taking, peer interactions, self regulation, interpersonal behaviors); (Moral Development: intrinsic and extrinsic motivation, Kohlberg's theory, moral reasoning)
4. **Compare and Reflect:** Compare your observation reports with a field hours school group member. Identify similarities and differences across reports. Investigate and reflect on how children within a similar grade (and even classroom) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will

address these developmental similarities and differences in your classroom. Prepare a 2-3 page written report on this comparison and reflection.

## 2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5	Attendance and Participation	25 points	Weekly
1, 2, 5,	Community Mapping Activity	18 points	6/12
1, 3	Physical Activity Report	16 points	6/19
1, 2, 3, 4, 5	Observation Report	100 points	7/4
		159 points*	

### Grading Criteria (by points)

155-159	A+	132-139	B
150-154	A	127-131	B-
144-149	A-	119-126	C
140-143	B+	Below 118	F

\*\*Remember: A course grade C or less requires that you retake the course.

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

### Grading Policy

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

### 3. Other Assignment Expectations

- All written assignments **MUST** be **double-spaced, 1" margins and black, 12-point font** (Times New Roman, Calibri or Arial). **APA format is required.** If you do not have the APA Manual 6<sup>th</sup> edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.

- All assignments are expected at the beginning of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

**\*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](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 course calendar (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Blackboard** and **Tk20**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown\_ReflectivePractitionerPaper**).

**\*Please Note:** *I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

#### 4. Performance-based assessments (PBA\*)

As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student's key developmental capacities that may influence his/her learning as well as your teaching practice. You will observe a child's physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student's developmental needs. Second, you build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom setting. Additionally, you will document how the teacher considers the observed student's familial and cultural influences. \*A detailed task description and rubric is attached. This assignment must be submitted through the TK20 system.

#### TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## GMU Policies and Resources for Students

### *Policies*

- 1) Students must adhere to the guidelines of the University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 3) Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- 4) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services and inform their instructor, in writing,

at the beginning of the semester [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor.

- 5) Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- 1) Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu>.
- 2) 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/>].
- 3) 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/>].
- 4) The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

### PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. [See [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)].

### EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <http://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 [emergency.gmu.edu](http://emergency.gmu.edu).

### CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.



Promoting Learning & Development Across the Lifespan

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

## **Student Clinical Practice: Internship Application Requirements**

### **TESTING**

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15<sup>th</sup> is **August 1<sup>st</sup>.**

### **Required tests:**

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. RVE (specific programs only...see link below)
4. ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
5. 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 – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

### **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

### **BACKGROUND CHECKS/FINGERPRINTING**

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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

### **PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

### **APPLICATION**

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

### **DEADLINES**

#### **Spring 2018 internship application deadline:**

\* Traditional Internship: *September 15, 2017*

\* On-the Job Internship: *November 1, 2015*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at [internsh@gmu.edu](mailto:internsh@gmu.edu) Please be sure to include your G# and program/content area information in your email.

**This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.**

## TENTATIVE CLASS SCHEDULE

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

Date	Guiding Questions/Topics	Readings Due	Assignments Due
<b>WEEK ONE</b>			
May 22	<p>Introducing Groveton Elementary School! Where is the school located? Who are the leaders? Where does GES stand regarding community demographics?</p> <p>What does <i>foundations of education</i> mean?</p> <ul style="list-style-type: none"> <li>• Who are we as individuals?</li> <li>• Who are we as future teachers?</li> <li>• How do we organize to best serve our students and our profession?</li> </ul> <p>How does educational psychology pertain to my work as elementary teachers?</p> <p>Why is the ecological model of development relevant for schools, teaching and student learning?</p> <p>What is culture? How may our personal biases of culture influence our teaching?</p>	<p><b><i>Readings Uploaded to Blackboard</i></b> Making Rounds Work (<b>and emailed to students</b>)</p> <p>Willing to Be Disturbed (<b>and emailed to students</b>)</p> <p>Big Lies: Ch. 7</p> <p>Slavin Chapter 1</p> <p>Slavin Chapter 4</p> <p>Toward A Conception of Culturally Responsive Classroom</p>	<p>Read syllabus and assigned readings</p> <p>Complete student information form</p>
<p>Online May 22<sup>nd</sup> – May 30<sup>th</sup></p>	<p>Who are our home-school partners? What does it mean to engage families?</p>	<p><b><i>Readings Uploaded to Blackboard</i></b> But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (<b>attached to this email and also will be on Blackboard</b>)</p> <p>Halgunseth, Peterson, Stark, &amp; Moodie (2009)- Family engagement, diverse</p>	<p>Determine Current Events date</p> <p>Work on Community Mapping Activity</p> <p>Honor Code Online Module</p> <p>APA Online Module</p>

		<p>families, and ECE – <b>JIGSAW activity across literature circles</b></p> <p>Family Engagement and the Responsive Educator - (<b>attached to this email and also will be on Blackboard</b>)</p> <p>Teacher as Family Communication Facilitator - (<b>attached to this email and also will be on Blackboard</b>)</p> <p>Kozol, Ch. 2</p>	
By May 30 <sup>th</sup>			<p>Literature circle discussion post</p> <p>Educational History Paper due</p>
<b>WEEK TWO</b>			
May 31	<p>What are the purposes of school?</p> <ul style="list-style-type: none"> <li>*Historical/political</li> <li>*Social</li> <li>*Economic</li> </ul> <p>How does the brain influence physical development and learning?</p>	<p>Kozol, Ch. 3</p> <p>Spring Ch. 1 &amp; 4</p> <p>Slavin Chapter 6</p>	Current Events Group 1 Presentation
Online May 31 <sup>st</sup>	For whom does school ‘work’? Not work?	<p>Kozol, Ch. 4 &amp; 5</p> <p>Big Lies, Ch. 1 &amp; 10</p>	<p>Work on Community Mapping Activity</p> <p>Work on Physical Activity Report</p>
By June 4 <sup>th</sup>			Literature circle discussion post
<b>WEEK THREE</b>			

June 5	<p>What theories of cognitive development influence how we teach elementary students?</p> <p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p>*Considering Race, Gender, and Special Needs</p> <p>*Global migration</p> <p>*Poverty</p>	<p>Slavin Chapter 2</p> <p>Spring, Ch. 5</p> <p><b><i>Readings on Blackboard - jigsaw</i></b></p> <p>*Spring Ch. 6 included</p>	Current Events Group 2 Presentation
Online June 5 <sup>th</sup>	<p>What are the major federal, state, and local policies impacting schools today?</p> <p>What do teachers need to know about school mental health to ensure optimal development and learning for their students?</p>	<p>Kozol, Ch. 9</p> <p>Online School Mental Health Modules</p>	<p>Work on Community Mapping Activity</p> <p>Work on Physical Activity Report</p>
By June 11			Complete online school mental health modules
<b>WEEK FOUR</b>			

June 12	<p>How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?</p> <p>How should students be taught? What is bilingual education?</p>	<p>Slavin Chapter 3 (p. 52-77)</p> <p>Bb Philosophies readings (one will be assigned - <b>Readings Uploaded to Blackboard</b>):</p> <ul style="list-style-type: none"> <li>• Plato (idealism)</li> <li>• Neill (existentialism)</li> <li>• Noddings (care)</li> <li>• Adler (perennialism)</li> <li>• Montessori (constructivism)</li> <li>• Skinner (behaviorism)</li> <li>• Dewey (pragmatism)</li> <li>• Freire (critical pedagogy)</li> </ul> <p>Big Lies, Ch. 11</p> <p>Debunking the Myths of English Language Learners</p>	<p>Current Events Group 3 Presentation</p> <p>Community Mapping Activity Presentations</p>
Online June 12 <sup>th</sup>	<p>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</p> <p>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</p> <p>What are the multicultural perspectives associated with how we teach children?</p>	<p>Slavin Chapter 11 &amp; 12</p> <p>Kozol, Ch. 10</p> <p>Multicultural Perspectives (one will be assigned - <b>Readings Uploaded to Blackboard</b>):</p>	<p>Work on Physical Activity Report</p> <p>School Proposal Rough Draft</p>
By June 18			Literature circle discussion post
<b>WEEK FIVE</b>			

June 19	<p>What is the best evidence of student learning? Of teacher success?</p> <p>What are the most pressing issues with which we must be concerned as future teachers?</p> <p>How will you motivate your students?</p>	<p>Big Lies, Ch. 2 and 4</p> <p>Slavin Chapter 10</p>	Physical Activity Report
Online June 19th	Who are our future teachers? How do we organize...?	<p>Spring, Ch. 10</p> <p><i>Readings on Blackboard - jigsaw</i></p> <p>Teachers' Rights GO</p> <p>The American Prospect: How DC became the darling of education reform</p>	<p>Observation Report Rough Draft</p> <p>Conferences (optional)</p>
By June 25			Literature circle discussion post
<b>WEEK SIX</b>			
June 27			School Proposal
<b>WEEK SEVEN</b>			
July 4			Observation Report

## PBA: Physical Activity Report

In your observation groups, you will observe the physical activity and movement possibilities within your observation classroom. Through observation and interview, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected for your observation report]. Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What did we observe regarding these students' physical activity? Consider discussion of the observations in the classroom and school as well as the information gleaned from each interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities. (Think: *What does typical physical development look like at this age? What does this data tell me about these students' physical activity? How does the literature speak to what this means for these students' physical development?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for your future teaching. (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhanced quality of life and student learning?*)

<b>Topic</b>	<b>Does Not Meet 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Describe the physical observations collected <b>INTASC 1 ACEI 1</b>	Candidate does not describe observed students' physical activity.	Candidate describes only some observed students' physical activity with mention only of 1-2 sources of data.	Candidate describes all observed students' physical activity with general discussion of observations and interview data on all elements of physical development.	Candidate describes all observed students' physical activity with full discussion of observations and interview data as it relates to physical development.
Assess observations to typical development <b>INTASC 1 ACEI 1</b>	Candidate does not discuss age appropriate physical development.	Candidate describes findings from physical development observations but does not incorporate general knowledge of student learners	Candidate uses general knowledge of student learners and learner development to describe findings from physical development observations.	Candidate uses detailed, research based knowledge of student learners and learner development to describe findings from physical development observations.

		and learner development.		
Implications of findings for future teaching <b>INTASC 1, 2</b> <b>ACEI 1, 3.2</b>	Candidate does not use their knowledge of physical development literature to describe implications future teaching.	Candidate describes implications for future teaching but does not incorporate general knowledge of physical development literature.	Candidate uses general knowledge of physical development literature to describe implications for future teaching.	Candidate uses detailed, research based knowledge of physical development literature to describe implications for future teaching.
Activities for fostering healthy lifestyle <b>INTASC 1, 2</b> <b>ACEI 1.0, 3.2, 5.2</b>	Candidate does not use knowledge of human and physical development literature to explain activities that foster active healthy life styles in their future classroom.	Candidate explains activities for future classroom that foster active healthy life styles but does not incorporate general knowledge of human and physical development literature.	Candidate uses general knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.	Candidate uses detailed, research based knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.

**PBA: Observation Report Rubric (PBA)**

<b>Standards</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
<p><b>Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12.</b></p> <p><b>(ACEI 1.0)</b></p>	<p>Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples</p>	<p>Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives</p>	<p>Content is accurate, generally complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives</p>	<p>Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives</p>
<p><b>Uses child development theory and observation to create a comprehensive description of the child's physical development.</b></p> <p><b>(ACEI 1.0)</b></p>	<p>A brief description and discussion of the child's physical development with little or no reference to child development theory</p>	<p>A general description and discussion of the child's physical development with some reference to child development theory</p>	<p>A full description and discussion of the child's physical development with general reference to child development theory</p>	<p>An exhaustive description and discussion of the child's physical development with detailed reference to child development theory</p>
<p><b>Uses child development theory and observation to</b></p>	<p>Limited description and discussion includes few</p>	<p>Description and discussion include some aspects with brief</p>	<p>Description and discussion include all aspects with</p>	<p>Exhaustive description and discussion include all</p>

<b>create a comprehensive description of the child's cognitive development.</b>  (ACEI 1.0)	aspects with little or no reference to child development theory	reference to child development theory	general reference to child development theory	aspects with detailed reference to child development theory
<b>Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional).</b>  (ACEI 1.0)	Limited description and discussion include few aspects with little or no reference to child development theory	Description and discussion include some aspects with brief reference to child development theory	Description and discussion include all aspects with general reference to child development theory	Exhaustive description and discussion include all aspects with detailed reference to child development theory
<b>Demonstrates understanding that children aged 4-12 differ in their development.</b>  (ACEI 3.2)	Does not show understanding or knowledge of how and why children differ in their development	Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher	Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher
<b>Demonstrates understanding that children aged 4-12 differ in their approaches to learning.</b>  (ACEI 3.2)	Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture
<b>Demonstrates knowledge of</b>	Does not demonstrate	Demonstrates limited detail and	Demonstrates some detail and	Demonstrates clear, explicit

<p><b>the child's socio-cultural and ecological backgrounds including:</b></p> <ul style="list-style-type: none"> <li>•Community</li> <li>•Family</li> <li>•Demographics (e.g., race/ethnicity, language, religion)</li> <li>*School</li> </ul> <p>(ACEI 3.2 and 5.2)</p>	<p>awareness and knowledge of sociocultural and ecological backgrounds</p>	<p>knowledge of sociocultural and ecological backgrounds</p>	<p>general knowledge of all sociocultural and ecological backgrounds</p>	<p>detail and comprehensive knowledge of all sociocultural and ecological backgrounds</p>
<p><b>Demonstrates understanding of how the child's socio-cultural context can affect development.</b></p> <p>(ACEI 3.2, 5.1 and 5.2)</p>	<p>No discussion of socio-cultural implications for development</p>	<p>Limited discussion of socio-cultural implications for development and little reference to case study</p>	<p>Full discussion of socio-cultural implications for development with general reference to case study</p>	<p>Extensive and specific discussion of socio-cultural implications for development with particular reference to case study</p>
<p><b>Demonstrates understanding of how the child's socio-cultural context can affect learning.</b></p> <p>(ACEI 3.2, 5.1 and 5.2)</p>	<p>No discussion of socio-cultural implications for learning</p>	<p>Limited discussion of socio-cultural implications for learning and little reference to case study</p>	<p>Full discussion of socio-cultural implications for learning with general reference to case study</p>	<p>Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study</p>
<p><b>Compare and reflect observation reports</b> (ACEI 5.1)</p>	<p>No reflection on similarities and differences across reports. No discussion to how candidates will address similarities and differences in their future classrooms</p>	<p>Limited reflection on the review of similarities and differences across developmental, cultural and academic indicators comprehensively. Limited</p>	<p>Reflection addresses review of similarities and differences across developmental, cultural and academic indicators generally. Broad discussion on how candidates</p>	<p>Reflection addresses review of similarities and differences across developmental, cultural and academic indicators comprehensively. Exhaustive and specific</p>

		discussion on how candidates will address these similarities and differences in their future classrooms	will address these similarities and differences in their future classrooms	discussion on how candidates will address these similarities and differences in their future classrooms
<b>Organization</b> Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Poor organization and lacks unity. No transitions. No introduction and/or conclusion	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report
<b>Written Mechanics</b> Case study is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.	Careless editing. <b>More than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Some attempt at editing. <b>Fewer than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Careful editing. <b>Fewer than 3 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Superior editing. <b>No errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format

Peer Evaluations (2/2) \_\_\_\_\_

\*2

Total \_\_\_\_\_ / 100

## Suggestion for Observation Report Structure

[*The Introduction, Part One and Part Two sections are analyses of your observations and thus should be written in an analytic voice. Thus, you should use a third person to reference your thoughts in these sections.*]

**Introduction** (This is where you introduce your observed student, explain why the participant was chosen, and give your reader an advanced outline regarding what will be discussed in the paper.)

### **Part One (*The Background*)**

- Describe the child generally by summarizing the child's socio-cultural context (i.e., community, family, school, classroom, and demographics)
- Highlight how ecological influences relate to the child's development.
  - Across these two bullets is where you:
    - Build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom and school settings.
    - Document how the teacher considers the observed student's familial and cultural influences.
- Incorporate how cultural or implicit biases might have influenced the interpretations of your classroom observations. (*So what might have been the limitations in your analyses/conclusions? How did your former educational experiences and personal biases influence your interpretations of the observations? How did your socio-cultural perspectives influence your conclusions of the child?*)
- Explain how influences on child development have implications for the child's learning generally.
- Transition into Part Two.

Throughout Part 1, don't forget to include research to explain the developmental theories and key concepts or terms used!

### **Part Two (*The Child's Development*)**

- Introduce your discussion of the child's development in: (a) physical, (b) cognitive and (c) affective (social, emotional and moral) domains. (*You might want to consider a header/section for each domain.*)
- Provide a background of each developmental domain (i.e., physical, cognitive or affective). (Include research to explain the developmental theories and key concepts or terms used to observe this domain of development in the child. Remember to define all key terms.)
- Describe **at least two** key observations that represent how you observed this developmental domain in the classroom. (*Be explicit in your details so the reader can understand how your observations connect to each specific developmental domain.*)
- Explain how the course readings and supplemental research relate to each observation explained. Then discuss how this connection is important for

students' development or learning and/or the teaching practice generally. (*How do these observations of this particular developmental domain influence our understanding of this child's overall learning? How do these observations of this particular developmental domain influence our understanding of the teaching practice?*).

- Concluding paragraph to tie together the main ideas of Part 2 and transition into Part Three.

**Part Three (Compare and Reflect: The Implications for your Future Practice – the SO WHAT?)** [*This section is a reflection of your future practice and thus you can use 'I' or first person voice.*]

- Compare and contrast the similarities and differences of your observed student with another classmate's observed student (from a similar grade). Investigate and reflect on how children within a similar grade (and even in the same school) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will address these developmental similarities and differences in your classroom.
- Reflect on how connections between child development research and classroom observations inform your future work as a teacher.
- Highlight two strategies that you will employ in your future classrooms to ensure that you think developmentally within your instruction and ecologically within your classroom environment and pedagogy. (You can use the compare and contrast exercise to support this information.)
- Summarize how knowledge of child development and ecological influences on learning provide implications for your future practice as an elementary educator.