George Mason University
College of Education and Human Development
Elementary Education

EDUC 542_D03: Foundations in Education
Summer 2018 (May 14 – August 3)/**3 credits**
Mondays – 8:00 am – 1:00 pm
Online – 5 hours weekly (combined with EDUC 543)
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
Office Phone: (703)-993-5345* (*use cell number provided in class)
Email: ebrown11@gmu.edu

<h2 style="background:black;color:white">CATALOG COURSE DESCRIPTION</h2>

COURSE DESCRIPTION
A. **Prerequisites:** Admission to Elementary Education licensure program
B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.
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 543, Child Development, 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.

<h2 style="background:black;color:white">LEARNING OUTCOMES</h2>

This course is designed to enable students to:
1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities.

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
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, reflections, 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.

InTASC Standards
Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: 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.

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.

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 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/

REQUIRED TEXTS:
Canestrari, A. & Marlowe, B. (2013). *Educational Foundations: An Anthology of Critical Readings (3rd edition).* Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools.* New York: Oxford UP.

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

Additional selected readings will be posted on Bb. [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).

1. **Assignment Descriptions**

   Weekly

   a. <mark>**Attendance and Participation** *(5 points per week/25 points total)*</mark>
   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.

   b. <mark>*Literature Circle (5 points per week /25 points total)*</mark>
   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, we will use literature circles to frame our weekly discussions of the readings. Each week, you will assume one of the literature circle roles (on BB) and record your responses accordingly in your literature circle discussion board. You will use the prompt provided to guide your discussion of the readings.

   Over the Summer Session

   c. <mark>*Educational History (15 points)*</mark>
   We know from the research literature that your prior school experiences as a student (aka-your apprenticeship of observation (Lortie, 1974)) wield incredible influence on your views of teaching and learning. Therefore, it is essential that we explore your K-12 school experiences so that you are aware of the pre-existing perceptions that you bring to teacher preparation. Your Educational History should be 2-3 pages in length and should be an introspective summary/reflection on your memories of teaching/learning in:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:
- When was a time that you felt noticed as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

d. Teacher Beliefs: Developing a Vision Statement (10 points)

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely shift, grow, and deepen as you gain more experience in the classroom and develop your knowledge of theory and practice. As you begin this program, teacher candidates often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a 'working document' that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

Your 'working document' should include your final beliefs statement which will address each of the following prompts:

- I believe that learning…
- I believe that teaching…
- I believe the purpose of schooling is…
- I believe my classroom is…
- I believe my students learn best when **they**…
- I believe my students learn best when **I**…
- I believe community/family is/are…
- I believe collaboration is…
- My professional goals as a teacher are…

This document serves as an evolving draft of your beliefs. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for this draft, due on **June 11 by 11:59pm.** You will receive **5 points** for turning in this draft on time.

The final **Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. This should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

My vision as a teacher educator is to develop future teachers who embrace and thoughtfully attend to learner differences by carefully building relationships as well as creating a learning community that best allows instruction to occur for all students.

f. Special Education (SPED) and English Language Learner (ELL) Portfolios ---- PBA (25 points)

The purpose of this assignment is to integrate your course readings and field experience observations. This will be accomplished through the completion of a series of activities that include readings/reflections, as well as observations. Four Parts will be uploaded into Blackboard to create a portfolio.

- **Portfolio Part #1**
  MODULE: *The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns*

  o https://iris.peabody.vanderbilt.edu/module/preref/
  o Copy and paste the questions from the assessment into a word document. Write answers and post to Bb.

- **Portfolio Part #2**
  COMPLETE THE FOLLOWING READINGS:

  o Attention-Deficit/Hyperactivity Disorder: https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf
  o IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities (SLD): https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/
  o Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf
  o Speech & Language Impairments: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ANY TWO OF THE FOLLOWING ACTIVITIES:

- Interview a special education teacher about the identification process (i.e., pre-referral, referral, evaluation, and eligibility) for students at-risk for learning disabilities
- Interview a general education teacher about his/her role in the identification process for students at-risk for learning disabilities

- Interview a special education teacher OR a speech-language pathologist about specific language-based conditions (dyslexia, dysgraphia, dyscalculia, auditory processing disorders)
- Interview a special education teacher about the identification process for students with attention deficit hyperactivity disorder (ADHD)
- Observe in a classroom that includes students with learning disabilities and/or ADHD
- Interview a general education teacher and a special education teacher together about how they support students with or at-risk for learning disabilities and/or ADHD

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are "I learned..." and/or "Prior to... I believed". Incorporate readings above to explain your thinking. Post to Bb/TK20.

- **Portfolio Part #3**
  MODULE: *Teaching English Language Learners: Effective Instructional Practices*

    o https://iris.peabody.vanderbilt.edu/module/ell/
    o Copy and paste the questions from the assessment into a word document. Write answers and post to Bb.

- **Portfolio Part #4**
  COMPLETE THE FOLLOWING READINGS:

- Best Practice for ELLs: Peer-Assisted Learning: http://www.readingrockets.org/article/best-practice-ells-peer-assisted-learning
- A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms http://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners
- Culturally Responsive Literacy Instruction http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Literacy_Brief_highres.pdf
- Standards-based Writing for ELLs http://www.colorincolorado.org/article/standards-based-writing-ells

NEXT CHOOSE ONE OF THE FOLLOWING ACTIVITIES:

- Interview an ELL teacher about teaching ELLs
- Interview a general education teacher about teaching ELLs
- Observation of ELL teacher in general education classroom
- Observation of ELL teacher in a pull out model

REFLECTION: Complete a 2-3 page reflection on your chosen activities. Suggested prompts are "I learned..." and/or "Prior to... I believed". Incorporate readings above to explain your thinking. Post to Bb/TK20.

2. Assignment Points and Grading

Course Outcomes	Assignments		Total Points	Due Date
1, 2, 3, 4, 5, 6, 7, 8	Attendance and Participation	5 points/week	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circles	5 points/week	25 points	Weekly
1	Educational History		15 points	5/30
1	Teacher Beliefs: Developing a Vision Statement		10 points	Draft: 6/11 Final: 7/8
1, 2, 3	SPED AND ELL Portfolios ---- PBA		25 points	
			100 points	

Grading Policy

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

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	80-84	3.00	
C*	70-79	2.00	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
F*	<69	0.00	

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

* 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.

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 6th 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

- 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 to BLACKBOARD on the due date stated within the course calendar (see below) and should be submitted at the beginning of class. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_TeachingBeliefStatement**).

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

4. **TK20/Performance-Based Assessment(s) Submission Requirement**

Every student registered for any Elementary Education course with a required TK20 performance-based assessment(s) (designated as such in the syllabus). Each student 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

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- 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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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

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

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/.

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

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Memo:
To: all CEHD students seeking student teaching internships in spring 2018 and forward
From: Jeff Davis, Director of Educator Preparation, CEHD
Re: Internship application requirements
Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications.

No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.

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 15th is August 1st.

Required tests:
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
  - VCLA
  - RVE (specific programs only…see link below)
- ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
  - 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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

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 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.

WEEK ONE			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
May 14	Introducing Groveton Elementary School! Where is the school located? Who are the leaders? Where does GES stand regarding community demographics? What does *foundations of education* mean? • Who are we as individuals? • Who are we as future teachers? • How do we organize to best serve our students and our profession? How does educational psychology pertain to my work as elementary teachers? Why is the ecological model of development relevant for schools, teaching and student learning? What is culture? How may our personal biases of culture influence our teaching?	***Readings Uploaded to Blackboard*** Making Rounds Work **(and emailed to students)** Willing to Be Disturbed **(and emailed to students)** Canestrari & Marlowe, Part 1 Slavin, Chapter 1 Slavin, Chapter 4 Toward A Conception of Culturally Responsive Classroom	Read syllabus and assigned readings Complete student information form
Online May 14 – May 20	Who are our home-school partners? What does it mean to engage families?	***Readings Uploaded to Blackboard*** But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy **(attached to this email and also will be on Blackboard)**	Honor Code Online Module APA Online Module

		Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse families, and ECE – **JIGSAW activity across literature circles** Family Engagement and the Responsive Educator - **(attached to this email and also will be on Blackboard)** Teacher as Family Communication Facilitator - **(attached to this email and also will be on Blackboard)** Lewis & Diamond, Chapter 1	Work on Community Mapping Presentation
By May 20 <mark>@ 4pm</mark>			Literature circle discussion post
		WEEK TWO	
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
May 21	What are the purposes of school? *Historical/political *Social *Economic How does the brain influence physical development and learning?	Lewis & Diamond, Chapter 2 Canestrari & Marlowe, Part 2 Slavin, Chapter 6	
Online May 21 – May 27	For whom does school 'work'? Not work?	Lewis & Diamond, Chapter 3	Work on Community Mapping Activity Work on Physical Activity Report

Date			Literature circle discussion post
By May 27 @ 4pm			

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<tr><td colspan="4" align="center">**WEEK THREE**</td></tr>
<tr><td>**Date**</td><td>**Guiding Questions/Topics**</td><td>**Readings Due**</td><td>**Assignments Due**</td></tr>
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<td>MAY 30 (WEDNESDAY)</td>
<td>What theories of cognitive development influence how we teach elementary students?

Who are our students and how are they different from/alike each other, us, and peers from decades past?
*Considering Race, Gender, and Special Needs
*Global migration
*Poverty</td>
<td>Slavin Chapter 2

Canestrari & Marlowe, Part 3

Lewis & Diamond, Chapter 4</td>
<td>Educational History Paper due</td>
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<td>Online May 28-June 3 (START EARLY)</td>
<td>What are the major federal, state, and local policies impacting schools today?

What do teachers need to know about school mental health to ensure optimal development and learning for their students?</td>
<td>Canestrari & Marlowe, Part 4

Online School Mental Health Modules</td>
<td>Print online school mental health modules certificates and bring to next class.

Work on Community Mapping Activity

Work on Physical Activity Report

Work on Teaching Belief Statement Draft

Review SPED and ELL Portfolio Assignment</td>
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<td>By June 3 @ 4pm</td>
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<td>Literature circle discussion post</td>
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WEEK FOUR			
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
June 4	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom? How should students be taught? What is bilingual education?	Slavin Chapter 3 (p. 52-77) Debunking the Myths of English Language Learners Canestrari & Marlowe, Part 7 Bb Philosophies readings (one will be assigned - ***Readings Uploaded to Blackboard***): • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy)	Community Mapping Activity Presentations Bring ideas for completing SPED and ELL Portfolio Assignment
Online June 4 – June 10	With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities? In what ways can you support the developmental and cultural influences of student learning within your classroom environment? What are the multicultural perspectives associated with how we teach children?	Slavin Chapter 11 & 12 Lewis & Diamond, Chapter 4	Work on Physical Activity Report Work on Teaching Belief Statement Draft Conferences (optional)

Date	Guiding Questions/Topics	Readings Due	Assignments Due
By June 10 <mark>@ 4pm</mark>			Literature circle discussion post

	WEEK FIVE		
Date	**Guiding Questions/Topics**	**Readings Due**	**Assignments Due**
June 11	What is the best evidence of student learning? Of teacher success? What are the most pressing issues with which we must be concerned as future teachers? How will you motivate your students?	Canestrari & Marlowe, Part 5 Slavin Chapter 10 Lewis & Diamond, Chapter 5 VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44)	Teacher Beliefs: Draft SPED and ELL Portfolio Assignment – Portfolio 2 & 4 activities chosen and in execution
Online June 11 – June 17	Who are our future teachers? How do we organize…?	Canestrari & Marlowe, Part 6	Observation Repot Rough Draft Conferences (optional)
By June 17 (SUNDAY) @ 11:59pm			Literature circle discussion post Physical Activity Report

	WEEKS SIX - TEN		
June 18 – June 22			Conferences (optional)
June 24 (SUNDAY) @ 11:59pm			Special Education (SPED) -OR- English Language Learner (ELL) Portfolios
July 1 (SUNDAY) @ 11:59pm			Observation Report

July 8 (SUNDAY) @ 11:59pm			Teacher Beliefs: Final
July18			All Revise & Resubmits due