

George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

EDUC 543-A02: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Summer 2019 (May 20-August 2)
Mondays – 8:00 am – 1:00 pm
Online – 5 hours weekly (combined with EDUC 542)
Groveton Elementary School
<http://www2.fcps.edu/GrovetonES/>

Professor: Dr. Elizabeth (Betsy) Levine Brown
Office Hours: By appointment; Skype appointments can also be made
(**skype ID:** betsylevinebrownwork)
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Office Phone: (703)-993-5345* (*use cell number provided in class)
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CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION

- 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.

LEARNING OUTCOMES

This course is designed to enable students 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. understanding of current research on the brain, its role in learning, and implications for instruction
5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.

7. 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:

Upon completion of this course, students will have met the following 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: 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: 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: 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 class sessions will include small/large group discussions and tasks, lecture, and student led activities. These courses require 15 hours of field experience.

This course uses Blackboard (**also denoted as 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 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/

COURSE TEXT

Required Texts

McDevitt, T. & Ormrod, J. (2015). *Child Development and Education*. (6th ed.). Pearson.

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Turners Fall, MA: Center for Responsive Schools, Inc.

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 (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.

b. Literature Circle (5 points per week /25 points total)

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 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 Semester

c. Community Mapping Activity (12 points total)

Within your observation groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad of ecological factors that influence students' daily school experiences. As you work with your observation groups, you will create a brief presentation (20 minutes max) that introduces us to the following aspects of your classroom and school:

- 1) A visual tour of both your school and the surrounding community
- 2) School description/demographics
- 3) Community description/demographics (including incorporating outside community resources)
- 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. Final products of this assignment can be used in your final observation report.

d. Physical Development Report (13 points total) — PBA

As an observation group, you will observe the physical development inclusive of health, physical capacities and movement possibilities within your observation classroom. Through observation and interview, as a group, 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 as a group]. Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement. (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature? What does this research/observation connection mean for teachers?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for 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, enhance quality of life and improve student learning?*)

***A detailed rubric and assignment description is attached.**

e. Applied Developmental Scenarios (25 points total)

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to two of four applied developmental scenarios. You can pick which scenarios you respond to. Your response requires three parts.

- **Part 1: Highlight** the ecological and/or developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for this student and is important for the educator to consider?
- **Part 2: Integrate and analyze** the course readings to explain the relevance of the ecological and/or developmental capacities noted in the scenario. [*Keep in mind there are likely more than one ecological or developmental consideration within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.*] To show your knowledge and understanding of the course readings and how they apply to your work, you should use **MULTIPLE** course readings relevant to explaining the ecological and developmental capacities you noted in Part 1.
- **Part 3: Reflect** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for this particular student. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment use the resources provided in class (e.g., developmental observation journal, debriefing conversations, mentor teacher dialogues, literature circles) as useful guides to thinking about the scenario. Remember how we debriefed on observations in class. Remember to tackle the scenario as if you were the teacher and highlighting the research that supports your approaches to addressing the scenario.

You will complete your response to **each** scenario in 2-3 pages double spaced. Both of your responses will be uploaded **TOGETHER** (in one document) in Blackboard/Tk20.

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, 3, 4, 5, 6, 7, 8	Literature Circles	25 points	Weekly
1, 2, 5	Community Mapping Activity	12 points	6/17
1, 3	Physical Development Report (PBA)	13 points	6/23
1, 2, 3, 4, 5	Applied Developmental Scenarios	25 points	7/7
		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*

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>.

* 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.

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 on the due date stated within the course calendar (see below) and should be submitted at the beginning of class—except for the PBAs (PHYSICAL ACTIVITY REPORT & OBSERVATION REPORT which are submitted to **Blackboard and Tk20**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_ObservationReport**).

***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.

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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

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

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.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/>

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 20	<p>Introducing Groveton Elementary School!</p> <p>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"> • Who are we as individuals? • Who are we as future teachers? • How do we organize to best serve our students and our profession? • What are the dispositions we must display to show professionalism? <p>Why is the ecological model of development relevant for schools, teaching and student learning?</p> <p>How do we engage in developmental observations? <i>[Reading on observation read in class]</i></p>	<p>Canestrari & Marlowe, Part 1</p> <p>McDevitt/Ormrod Chapter 1</p> <p>McDevitt/Ormrod Chapter 3</p> <p><i>Readings Uploaded to Blackboard (and emailed to students)</i></p> <p>Willing to Be Disturbed</p> <p>Toward A Conception of Culturally Responsive Classroom</p> <p>“Professionalism checklist” - Introduction to dispositions</p>	<p>Read syllabus and assigned readings</p> <p>Complete student information form</p>
Online May 20 – May 26	<p>Who are our home-school partners? What does it mean to engage families?</p>	<p><i>Readings Uploaded to Blackboard (and emailed to students)</i></p> <p>Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse</p>	<p>Honor Code Online Module</p> <p>APA Online Module</p>

		families, and ECE – JIGSAW activity across literature circles Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator Lewis & Diamond, Chapter 1	Work on Community Mapping Presentation
By May 26 @ 4pm			Literature circle discussion post
WEEK TWO			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
May 29 (WEDNESDAY)	<p>What is culture? How may our personal biases of culture influence our teaching?</p> <p>What are the purposes of school? *Historical/political *Social *Economic</p> <p>How does the brain influence physical development and learning?</p> <p>In what ways are learners and communities different? [Reading on inquiry read in class]</p> <p>What are the InTasc standards and technology standards that guide our coursework? [InTasc and Technology standards provided and discussed in class]</p>	<p>Lewis & Diamond, Chapter 2</p> <p>Canestrari & Marlowe, Part 2</p> <p>McDevitt/Ormrod Chapter 5 (p. 152-184 and 192-196) <i>Optional p. 185-191</i></p>	Developmental Observation Journal

Online May 27 – June 2 (START EARLY)	For whom does school ‘work’? Not work?	Lewis & Diamond, Chapter 3 Jensen Chapter	Work on Community Mapping Activity Work on Physical Development Report
By June 2 @ 4pm			Literature circle discussion post
WEEK THREE			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
June 3	<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? *Considering Race, Gender, and Special Needs *Global migration *Poverty</p> <p>How do we engage in reflective practice? [Reading on reflection read in class]</p>	<p>McDevitt/Ormrod Chapter 6</p> <p>McDevitt/Ormrod Chapter 7</p> <p>Canestrari & Marlowe, Part 3</p> <p>Lewis & Diamond, Chapter 4</p>	<p>Educational History Paper due</p> <p>Developmental Observation Journal</p>
Online June 3 – June 9	What are the major federal, state, and local policies impacting schools today?	<p>Canestrari & Marlowe, Part 4</p> <p>McDevitt/Ormrod Chapter 14</p>	<p>Work on Community Mapping Activity</p> <p>Work on Physical Development Report</p> <p>Work on Teaching Belief Statement Draft</p>

			Review SPED and ELL Portfolio Assignment
By June 9 @ 4pm			Literature circle discussion post
WEEK FOUR			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
June 10	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?	McDevitt/Ormrod Chapter 11 McDevitt/Ormrod Chapter 12 Debunking the Myths of English Language Learners Canestrari & Marlowe, Part 7 Bb Philosophies readings (one will be assigned - Readings Uploaded to Blackboard): <ul style="list-style-type: none"> • Neill (existentialism) • Noddings (care) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy) 	Community Mapping Activity Presentations Bring ideas for completing SPED and ELL Portfolio Assignment Developmental Observation Journal
Online June 10 – June 16	With your knowledge of development and how domains of development influence learning, how will you engage	McDevitt/Ormrod Chapter 15 Lewis & Diamond, Chapter 4	Work on Physical Development Report

	<p>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>Work on Teaching Belief Statement Draft</p> <p>Review Applied Developmental Scenarios</p> <p>Conferences (optional)</p>
By June 16 @ 4pm			Literature circle discussion post
WEEK FIVE			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
June 17	<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>Canestrari & Marlowe, Part 5</p> <p>McDevitt/Ormrod Chapter 13</p> <p>Lewis & Diamond, Chapter 5</p> <p>VDOE (2015): Uniform performance standards and evaluation criteria for teachers (p. 1-13; 39-44)</p>	<p>Teacher Beliefs: Draft</p> <p>SPED and ELL Portfolio Assignment – Portfolio 2 & 4 activities chosen and in execution</p> <p>Developmental Observation Journal</p>
Online June 17 – June 23	<p>Who are our future teachers? How do we organize...?</p> <p>What do teachers need to know about school mental health to ensure optimal development and learning for their students?</p>	<p>Canestrari & Marlowe, Part 6</p> <p>Online School Mental Health Modules</p>	<p>Print online school mental health modules certificates and bring to next class.</p> <p>Conferences (optional)</p>
By June 23 (SUNDAY) @ 11:59pm			<p>Literature circle discussion post</p> <p>Physical Development Report</p>
WEEKS SIX - TEN			
June 24–June 28			Conferences (optional)

June 30 (SUNDAY) @ 11:59pm			Special Education (SPED) or English Language Learner (ELL) Portfolio
July 7 (SUNDAY) @ 11:59pm			Applied Developmental Scenarios
July 14 (SUNDAY) @ 11:59pm			Teacher Beliefs: Final
July 19			All Revise & Resubmits due

Community Mapping Activity Presentation

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 factors that influence students' daily school experiences and to provide a format for introducing your school to your peers. You and your peers at your field hours site will create a brief presentation (15-20 minutes max) that introduces us to the following aspects of your school.

	0	1	2
Visual tour of school	Not provided	Visual tour provides some sense of the school and surrounding community with consideration to some ecological systems	Visual tour provides a clear sense of the school and surrounding community with consideration to all ecological systems
School and community description and demographics	Not provided	General description of school, community and demographics of each are included	Thorough and specific description of school, community and demographics of each are included
Aspects of school that make it unique	Not provided	General description of unique aspects of the school is shared	Exhaustive description of unique aspects of the school
Intersection of course readings with your field experiences	Not provided	A limited number and/or general connections are made between course readings and field experiences	Explicit and thorough connections made between course readings and field experiences
Presentation	Presentation is not balanced among group members and does not meet the timing requirements	Presentation is somewhat balanced among group members and stays close to allotted time.	Meets the 20 minute time frame and includes a balanced amount of contribution among group members
Contributions to Group Project	Did not contribute adequately	Limited contributions and/or participation in the group project	Active and engaged member of the group; contributions equal to/greater than that of other group members
			TOTAL: 12 points

PBA: Physical Development Report

You will observe the physical development inclusive of health, physical capacities 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]. It is the expectation that this physical development report be used within your final observation report in Part 2.. Based upon the data collected, you will use that data to:

- 1) **Describe the physical observations collected.** Consider comprehensively how we've discussed physical development. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview. Be very specific in your observation descriptions.*)
- 2) **Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement.** (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature?*)
- 3) **Explain the implications for practice.** (Think: *What does this research/observation connection mean for teachers? What does this mean for your observation student's overall development and learning?*)
- 4) **Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for 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, enhance quality of life and improve student learning?*)

Topic	Does Not Meet 0	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Describe the physical observations collected INTASC 1 ACEI 1	Candidate does not describe observed students' physical development.	Candidate describes only some observed students' physical development with mention only of 1-2 sources of data.	Candidate describes all observed students' physical development with general discussion of observations and interview data.	Candidate describes all observed students' physical development with full discussion of observations and interview data.
Assess observations to	Candidate does not discuss age appropriate	Candidate describes findings from	Candidate uses general knowledge of	Candidate uses detailed, research based knowledge of

typical development INTASC 1 ACEI 1	physical development.	physical development observations but does not incorporate general knowledge of student learners and learner development.	student learners and learner development to describe findings from physical activity observations.	student learners and learner development to describe findings from physical development observations.
Implications of findings for future teaching INTASC 1, 2 ACEI 1, 3.2	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 INTASC 1, 2 ACEI 1.0, 3.2, 5.2	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.
Timeliness of Submission	Late	On Time		