

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

EDUC 542-A05: Foundations in Education
3 Credits, Summer 2019 (May 20 – July 26)
Mondays – 1:15am – 6:00pm
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

CATALOG COURSE DESCRIPTION

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.

LEARNING OUTCOMES

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.
4. exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society

5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices

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

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.

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 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/

COURSE TEXT

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).

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.

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 (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. Educational History (10 points)

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. Community Mapping Activity (12 points total) – PBA

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.

e. 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 10**. 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) OR English Language Learner (ELL) Portfolio (16 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. ***You will pick from completing Portfolio 1 or Portfolio 2.***

● Portfolio #1
Part #1

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

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

Part #2

COMPLETE THE FOLLOWING READINGS:

- Attention-Deficit/Hyperactivity Disorder: <https://www.nami.org/getattachment/Learn-More/Mental-Health-Fact-Sheet-Library/ADHD-Fact-Sheet.pdf>
- 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/>
- Learning Disabilities: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf
- Speech & Language Impairments: http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs11.pdf

NEXT CHOOSE ANY ONE 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 #2**

Part #1

MODULE: *Teaching English Language Learners: Effective Instructional Practices*

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

Part #2

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%20temp/ates/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

<i>Course Outcomes</i>	<i>Assignments</i>		<i>Total Points</i>	<i>Due Date</i>
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		12 points	5/25
1, 2, 5	Community Mapping Activity (PBA)		12 points	6/17
1	Teacher Beliefs: Developing a Vision Statement		10 points	Draft: 6/10 Final: 7/14
1, 2, 3	SPED OR ELL Portfolio		16 points	6/30
			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.

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 <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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? [Reading on observation read in class]</p>	<p>Canestrari & Marlowe, Part 1</p> <p>McDevitt/Ormrod Chapter 1</p> <p>McDevitt/Ormrod Chapter 3</p> <p>Readings Uploaded to Blackboard (and emailed to students)</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>Readings Uploaded to Blackboard (and emailed to students)</p> <p>Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse families, and ECE – JIGSAW activity across literature circles</p>	<p>Honor Code Online Module</p> <p>APA Online Module</p> <p>Work on Community Mapping Presentation</p>

		Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator Lewis & Diamond, Chapter 1	
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? <i>[Reading on inquiry read in class]</i></p> <p>What are the InTasc standards and technology standards that guide our coursework? <i>[InTasc and Technology standards provided and discussed in class]</i></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	<p>What are the major federal, state, and local policies impacting schools today?</p>	<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> <p>Review SPED and ELL Portfolio Assignment</p>
By June 9 @ 4pm			Literature circle discussion post

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