George Mason University
College of Education and Human Development
Elementary Education

ELED 544 Section 003
Introduction to Elementary Methods and Management- 3 credits
Fall 2020
Mondays 4:30-7:10-Synchronous/Online

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

University Catalog Course Description: Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

Course Overview: This course examines methods of teaching children in PK-6 classrooms with an emphasis on understanding the overarching principles and interactions of curriculum, instruction, assessment, and management, as well as the components of highly effective lessons. Teacher candidates will explore multiple models of instructional planning to design and implement developmentally appropriate and engaging lessons. Teacher candidates will consider various models of management for creating a positive environment for learning.

Course Delivery Method: This course will be delivered online (76% or more) using a _synchronous_ format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 17th, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be delivered using multiple instructional strategies and formats including synchronous and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student

presentations, and cooperative learning. Practical applications of theory are explored via group activities.

Please note: This course requires 15 hours of field observation. Additional details are in the 'assignments' section. These observations will be virtual/online in Fall 2020.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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 will need a headset microphone for use with the Zoom web conferencing tool
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]

   o Adobe Acrobat Reader: https://get.adobe.com/reader/
   o Windows Media Player:
   https://support.microsoft.com/en-us/help/14209/get-windows-media-player
   o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
   Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
   Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Please note: This course requires 15 hours of field observation. Additional details are in the 'assignments' section. These observations will be virtual/online in Fall 2020.

Learner Outcomes:
This course is designed to enable teacher candidates to:

A. Develop their understanding of the intersection of diverse PK-6 learners, classroom management, and instruction in planning for, modifying, and ensuring an inclusive, positive learning environment (INTASC 2).

B. Design a positive, supportive instructional environment for diverse learners through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal setting and self-motivation (INTASC 3).

C. Explore a variety of management models used in elementary classrooms (INTASC 2)

D. Explore a variety of instructional models, including online learning and online instructional strategies, posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7).

E. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning and assessment (INTASC 1, 7).

F. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.

G. Create lesson plans that include a variety of engaging instructional strategies (including visual and performing arts), varied resources and materials (including media and contemporary technology), age- appropriate content, and a variety of assessment approaches (INTASC 7, 8).

H. Understand the role of formative and summative assessment in elementary classrooms and proactively plan for how they will assess instructional impact on student learning (INTASC 6).

I. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).

J. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21st century. (INTASC 9).

K. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10)

L. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

Professional Standards:
Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):
- **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8**: **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:
- **Standard 1**: The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2**: The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.

- **Standard 3**: The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4**: A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5**: The ability to use computer technology as a tool for teaching, learning, research, and communication.

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

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity.

Virginia State Technology Standards for Instructional Personnel:

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

Required Texts:

Denton, P. (2013). *The power of our words*. Turner Falls, MA: Center for Responsive Schools.

*Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners.* ASCD.

*Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Sage Publications.

*Chappuis, J. (2020). *Classroom assessment for student learning: Doing it right-using it well (3rd edition).* Pearson.

**GoReact License (https://get.goreact.com/) (Do not purchase prior to class--directions will be provided)

  *Will be used in ELED 545

  **Will be used throughout the program.

+Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

Course Performance Evaluation:
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). **All assignments subject to change due to Covid-19 changes and restrictions**

Assignment and/or Evaluations:

Classroom Management Plan (10 points) (DUE 12/7)
You will begin to develop an in-depth classroom management plan that serves as an overview of what a teacher does to prepare for the new school year, including the following components:
- An overview of your management philosophy (1-2 paragraphs).
    - Consider the various management models discussed in class as you think about the key ideas that will guide how you manage your classroom.
    - Describe what you believe to be the most important principles in working with children.
    - Elaborate on why you think these principles are important.
- A schematic diagram of your classroom
    - Include a map
    - Provide a brief description of how your diagram is informed by each of the six features of classroom design.
- A professional *Welcome to the School Year* letter to families.
    - Introduce yourself and a bit about you
    - Include your general beliefs about teaching/goals for the year
    - Consider including a broad overview of key content
    - Close with methods for communication/contact
- A description for 10 anticipated procedures and routines
- A description of your plan for creating/establishing classroom rules or norms
- A description of your plan for addressing misbehaviors
    - Include distinctions between minor misbehaviors, more significant/persistent misbehaviors, and serious behavioral challenges.

Your plan should include connections to readings and discussions from across the semester.

**Morning Meeting Assignment (10 points) (DUE: 10/19)**

A key component of a Responsive Classroom is Morning Meeting. The purpose of this assignment is to develop an awareness of the components of Morning Meeting and provide practice with designing and leading a morning meeting. With a group of peers in a similar grade level placement,
1) Construct a 20 min Morning Meeting lesson (using the Mason lesson plan template) that includes the following components: Greeting, Sharing, Activity, Message.
2) Implement the morning meeting with your peers (shared placement) or with your mentor teacher. You may also elect to lead it on your own.
3) Record and upload your Morning Meeting lesson implementation to GoReact,
4) Reflect upon Morning Meeting implementation with your peers (grade level) or placement group.

**Lesson Planning and Implementation Assignment (20 points) (DUE: 10/26-PBA)**

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection/future planning). This assignment includes the following elements:

This assignment has three components:
1) An introduction to your classroom community which should include
   a) A description of **your school** and general **grade level expectations**
   b) A description of **your students**. As you describe your students, connections should be made to their developmental characteristics and academic readiness and how these connect with course and program readings (e.g., Yardsticks).
   c) A rationale for **your instructional decisions** based on what you know about your students.
2) A detailed lesson plan with the following elements:
   a) Standards
   b) Objectives/KUDs
   c) Procedures
   d) Checks for Understanding
   e) Assessment
   f) Accommodations/Modifications
   g) Differentiation
   h) Technology Considerations
3) A two-phased reflection on instruction including
   a) 5-10 min sample video of implementation with reflection using the technical, practical, critical reflection protocol

b) A summative reflective statement and goal setting for future planning/instruction
c) A collection of student work samples

The PBA will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students' basic competencies and scaffold their understand to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

Planning, Instruction, and Management Inquiry (20 points)

Across the semester, we will engage in course and field activities that support exploration of the following inquiry:

In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?

This assignment includes four investigations to be conducted during your field hours. For each investigation a guided observation and exploration document will be provided in class. The observation document will scaffold connections between course readings, activities, and discussion and your field work.
- Investigation 1: Climate, Culture, Community, and (Due: 10/13)
- Investigation 2: Elements of Lesson Planning (Due: 11/2)
- Investigation 3: Instructional Strategies/Technology Inquiry (Due: 11/23)
- Investigation 4: Teacher Language; Rules/Norms, Procedures, Minor Misbehaviors, Significant Behavior Challenges (Due: 11/30)

The final component of the assignment requires you to synthesize your investigations from across the semester and reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom? (Due: 12/7)**

Other Requirements:

Attendance and Participation (40 points)

It is expected that you attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

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; therefore, **you are expected to contribute to synchronous and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to
- **Contributions to whole group and small group discussions**
- **NearPod responses**
- **Lesson plan analyses**
- **Graphic organizers and activities associated with weekly content**

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

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. 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 syllabus (see below) and should be submitted in the format outlined below.
Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

Course Outcomes	*Requirements & Assignments*	*Points*	*Due Date*
A-I	Attendance/Participation	40 points	Weekly
A-G	Morning Meeting Lesson	10 points	Oct 19
A, B	Classroom Management Plan	10 points	Dec 7

C-G	Elementary Lesson Planning Assessment*	20 points	Oct 26
A-I	Structured Field Reflections	20 points	Pt 1: 10/13 Pt 2: 11/2 Pt 3: 11/23 Pt 4: 11/30

There is the possibility to earn 100 points total.

*Designated performance-based assessment

Grading Policies

Grade	Points	Interpretation
A	3.00 or higher	Represents mastery of the subject through effort at and/or beyond basic requirements
B	2.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
C	1	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	0.00	

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

Professional Dispositions:
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

See https://cehd.gmu.edu/students/polices-procedures/

CLASS SCHEDULE
*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Assignments Due
Monday, August 24th	**Introduction to Management and Instruction** ● Exploring the InTasc Standards ● Professional Communications ● What is reflection? ● The Scientific Basis for the Art of Teaching ● Determine existing beliefs ○ Why am I teaching? What do I want to teach? ○ What matters in elementary planning and management?	**READINGS:** **Bb:** ● Arends, Ch. 1, Ch 14 (pg. 492-499) ● InTasc Standards ● Additional Bb readings as assigned
Monday, August 31st	**Frameworks for Exploring Elementary Methods** ● Understanding differentiated instruction ● What is culturally responsive teaching? ● What is the sociopolitical context of teaching and how does it impact my work in the classroom?	**READINGS:** **Text** ● Hammond Ch. 1 & 2 ● Doubet & Hockett, Intro **Bb** ● Denton, Intro ● Charney, Intro & Ch 1 ● Additional Bb readings as assigned (e.g--Tomlinson & Wiggins).
Monday, September 7th	**LABOR DAY HOLIDAY**	**LABOR DAY HOLIDAY**

Monday, September 14th	**Introduction to Instructional Instructional Planning** ● What are the various ways in which learners are different? ● What standards and curricula inform elementary instruction? ● What are the various ways in which instruction might be organized at the elementary level (units, lessons, mini-lessons) ● What is the instructional cycle? **Building A Positive Classroom Climate & Community** ● How do I create a positive classroom climate? ● What is Morning Meeting and how does it contribute to a positive classroom community? ● How do I build relationships with students? ● How might I develop relationships with culturally and linguistically diverse learners? How do relationships support engagement of students from culturally, linguistically, and economically diverse backgrounds? ● What is an anti-racist curriculum?	**READINGS:** **Text** ● Doubet & Hockett, Ch. 1 ● Denton, Ch.1 & 2 ● Hammond, Ch. 5 ● Chappuis, Ch. 1 **Bb** ● Arends, Ch. 2 & 3 ● Additional Bb readings as assigned (e.g--Tomlinson & Wiggins).
Monday, September 21st	**Instructional Planning** ● What are the basic elements of an effective lesson plan? ● What is backward design? ● How do I write effective objectives and KUDs? ● What is the role of assessment in instructional planning? **Building A Positive Classroom Climate & Community**	**READINGS:** **Text:** ● Doubet & Hockett, Ch. 2 ● Chappuis, Ch. 2 **Bb** ● ● https://www.tolerance.org/magazine/all-students-need-antiracism-education

	● What motivates students?	● https://www.edutopia.org/article/guide-equity-and-antiracism-educators ● Additional Bb readings as assigned (e.g--Tomlinson & Wiggins).
Monday, September 28th	**Instructional Planning** ● What are the principles of gradual release/direct instruction?	**READINGS:** **Bb** ● Arends, Ch. 8 ● Additional Bb readings as assigned (e.g--Tomlinson & Wiggins).
Monday, October 5th	**Instructional Planning** ● What are the principles of constructivism?	**READINGS:** **Bb** ● Arends, Ch. 9 ● Additional Bb readings as assigned
Tuesday, October 13th	**Strategies for Effective Instructional Delivery** ● How do I make accommodations and modifications for learners? ● How do I create engaging, interactive learning experiences?	**READINGS:** **Text:** ● Doubet and Hocket, Ch 4 **Bb:** ● Additional Bb readings as assigned (Tomlinson and McTighe, Ch. 4) **DUE: FIELD INVESTIGATION 1**

Monday, October 19th	**Managing Classroom Communities/Models of Mgmt** ● What is Responsive Classroom? ● What are important considerations when designing classroom space? **Strategies for Effective Instructional Delivery** ● What is the purpose of a focus lesson? ● What are the elements of a focus lesson?	**READINGS:** **Bb:** ● Charney, Ch. 2 ● Additional Bb readings as assigned **DUE: MORNING MEETING LESSON**
Monday, October 26th	**Models of Management** ● What is assertive discipline? ● How do I establish rules/norms and classroom procedures and how do these align with models of mgmt? ● What is interactive modeling and how is it useful in teaching rules and procedures? **Strategies for Effective Instructional Delivery** ● What are effective questioning techniques and how do I use these in my instruction?	**READINGS:** **Bb:** ● Denton, Ch. 3, 4 & 5 ● Charney, Ch. 3 ● Arends, Ch. 5 (pgs. TBD) ● Additional Bb readings as assigned **DUE: LESSON PLANNING PBA**
Monday, November 2nd	**Models of Management** ● What is PBIS? ● What is interactive modeling and how is it useful in teaching expected behaviors? ● What are the roles of brain breaks and mindfulness routines in managing the classroom? **Strategies for Effective Instructional Delivery** ● What are effective small group strategies and how do I use these in my instruction?	**READINGS:** **Bb:** ● Additional Bb readings as assigned **DUE: FIELD INVESTIGATION 2**

Monday, November 9th	**Models of Management** ● What are Logical Consequences? ● How do I respond to minor misbehaviors? ● How do I establish consequences? ● What are the pros and cons of rewards? **Strategies for Effective Instructional Delivery** ● What are effective recitation and discussion strategies and how do I use these in my instruction?	**READINGS:** **Text:** ● Denton, Ch. 6 & 7 **Bb:** ● Charney Ch. 4 & 6 ● Additional Bb readings as assigned
Monday, November 16th	**Models of Management** ● What is Positivity Project? ● How do I respond to challenging student behaviors? ● What are the essential features of individual behavior plans? **Strategies for Effective Instructional Delivery** ● What are the elements of *online instruction, tools and technologies*?	**READINGS:** **Bb:** ● Charney Ch. 5 & 7 ● Additional Bb readings as assigned

Monday, November 23rd	**Models of Management** ● What is culturally responsive classroom management? ● What school-wide plans and policies are in place for challenging situations? ● What is the role of trauma in managing student behaviors? **Strategies for Effective Instructional Delivery** ● What are the elements of *online instruction, tools and technologies*? ● What are the elements of *online instruction, tools and technologies*?	**READINGS:** **Bb:** ● Additional Bb readings as assigned **DUE: FIELD INVESTIGATION 3**
Monday, November 30th	**Tying It All Together** ● In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?	**READINGS:** **Bb:** ● Additional Bb readings as assigned **DUE: FIELD INVESTIGATION 4/** **DUE: DECEMBER 7TH: FIELD INVESTIGATION FINAL REFLECTION & CM PLAN**

Core Values Commitment:

The College of Education & 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/ .

LESSON PLANNING AND IMPLEMENTATION PBA

In the Elementary Education program, the Lesson Planning Assessment is completed during ELED 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)

SECTION 1: Preparing for Instruction

Topic Identification	Candidate does not collaborate with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL but does not meet the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	
Draft 1	Candidate does not create an initial draft of a lesson plan.	Candidate creates an initial draft lesson plan but does not meet the assigned deadline.	Candidate creates an initial draft lesson plan and meets the assigned deadline.	
Draft 2	Candidate does not create a revised draft of a lesson plan.	Candidate creates a revised draft of lesson plan but does not meet the assigned deadline.	Candidate creates a revised draft of a lesson plan and meets the assigned deadline.	

SECTION 2: Planning for Instruction

Classroom and School Context	Candidate does not provide a contextual description of the classroom and school.	Candidate provides a limited contextual description of the classroom and/or school.	Candidate provides a contextual description of the school.	Candidate provides a rich contextual description of the school.
Description of Student Learners	Candidate does not provide a description of student learners.	Candidate provides a limited description of student learners that reflects some understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Limited connections are made to course readings.	Candidate provides a description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. General connections are made to course readings.	Candidate provides a rich description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Explicit connections are made to course readings.

Rationale	Candidate does not provide a rationale for instructional decision-making.	Candidate provides a limited rationale for instructional decision-making and/or knowledge of context and student learners to instructional procedures. Limited connections are made to course readings.	Candidate provides a rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. General connections are made to course readings.	Candidate provides an extensive rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. Explicit connections are made to course readings.
Standards	Candidate does not include national/state standards.		Candidate includes national/state standards.	
Objectives/KUDs	Candidate does not include objectives/KUDS.	Candidates includes objectives/KUDs but they are SMART and/or not aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned and address multiple levels of Bloom' Taxonomy
Procedures	Candidate does not include instructional procedures.	Candidate includes instructional procedures, but they are limited in terms of depth of description, alignment with objectives, and developmental appropriateness for students.	Candidate includes instructional procedures that are clear, aligned with the objectives, and developmentally appropriate for students	Candidate includes instructional procedures that are clear and detailed, aligned with the objectives, and developmentally appropriate for students.
Instructional Strategies	Candidate does not include a variety of instructional strategies.	Candidate includes a limited number of strategies for engaging student learners.	Candidate incorporates instructional strategies that enhance student engagement.	Candidate incorporates a variety of instructional strategies that enhance student engagement.

Assessment/ Checks for Understanding	Candidate does not include checks for understanding and/or formative assessment strategies.	Candidate includes a limited number of checks for understanding and/or formative assessment strategies.	Candidate includes checks for understanding and formative assessment strategies.	Candidate includes extensive checks for understanding and a variety formative assessment strategies.
Accommodations/ Modifications	Candidate does not include accommodations/modifications	Candidate includes a limited number of general accommodations/modifications	Candidate includes general accommodations and modifications.	Candidate includes specific and detailed accommodations and modifications.
Differentiation	Candidate does not include strategies for differentiating instruction.	Candidate includes a limited number of general strategies for differentiating instruction.	Candidate includes general strategies for differentiating instruction.	Candidate includes specific and detailed strategies for differentiating instruction.
Technology Considerations	Candidate does not include technology in the lesson.	Candidate incorporates technology in a limited capacity that is teacher directed.	Candidate incorporates technology into the lesson to support learner objectives.	Candidate incorporates technology into the lesson that supports learner objectives through student engagement with the technology.

SECTION 3: Lesson Implementation and Reflection

Video reflection using technical, practical, critical framework	Candidate does not reflect on lesson implementation.	Candidate's reflection is limited in depth and focused on describing what happened in the lesson.	Candidates reflects on instruction using the technical, practical, and critical framework .	Candidate reflects extensively on instruction using the technical, practical, and critical framework.
Student work samples	Candidate does not include student work samples.		Candidate includes student work samples.	

Summative reflection and goal setting	Candidate does not holistically reflect on learning from the planning and instructional process and does not set future goals.	Candidate's holistic reflection is limited in depth and focuses broadly on the planning and instructional process and future goals.	Candidate's holistic reflection is focuses on lessons learned from engaging in the planning and instructional process and sets future goals. General connections to course content are included.	Candidate's holistic reflection thoroughly focuses on lessons learned from engaging in the planning and instructional process and sets future goals. Specific connections to course content are included.

INQUIRY RUBRIC

Investigations 1-4

1 (not included)	2 (Developing)	3 (Proficient)	4 (Exemplary)
Minimal examples and descriptions for a limited number of objectives. No connections to text readings and class discussions include.	Limited examples and descriptions of observations for most objectives. Limited connections made to text readings and class discussions.	Clear examples and descriptions of observations for each objective. Some connections made to text readings and class discussions.	Extensive, specific, and detailed examples and descriptions of observations for each objective. Connections made to text readings and class discussions from across courses.

Summative Reflection 1: The final component of the assignment requires you to synthesize your investigations from across the semester and reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?**

1 (not included)	2 (Developing)	3 (Proficient)	4 (Exemplary)
Minimal reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. No connections made to text readings and class discussions from across courses.	Limited reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. General connections made to text readings and class discussions from across courses.	Clear reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. Connections made to text readings and class discussions from across courses.	Clear and detailed reflection as to how the 4 investigations inform your understanding of the ways in which planning, instruction, management, and knowledge of learners intersect in the elementary classroom. Numerous connections made to text readings and class discussions from across courses.

LESSON PLAN TEMPLATE
Mason Elementary Lesson Planning Template

Name: _____Content/Grade Level: _____

Standards:	Materials/Time

Teacher Candidate Professional Development Objective:	
Objectives:	
Technology	
Differentiation	
Procedures: *Hook/Link* *Detailed Steps* *Checks for Understanding*	
Assessment	
Accommodations And Modifications:	

Reflection: