

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

ELED 401 Section DL1
Classroom Management and Instructional Strategies for Diverse Learners (3 credits)
Spring 2021 (January 25 – May 10)
Synchronous Online: Wednesdays, 1:30pm-4:10pm

Professor: Holly D. Glaser, Ph.D.
Virtual Office Hours: Wednesdays, 3:30pm-4:10pm or by appointment
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Registration Restriction: Admission to Elementary Education program

Prerequisites:

ELED 305: Foundations of Elementary Methods and Management

University Catalog Course Description: Examines classroom management techniques and instructional strategies for creating an inclusive community and designing and implementing engaging, effective instruction in diverse elementary classrooms.

Course Overview: This course examines classroom management techniques for establishing classroom norms, routines, and procedures and for addressing minor student misbehaviors. Teacher candidates will explore, analyze, and implement high-leverage instructional practices associated with effective elementary educators. These include creating and managing small group work, leading whole group discussions, rehearsing management routines, and posing questions.

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

Course Delivery Method: This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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 or before January 18, 2021.

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 use a combination of Blackboard Collaborate Ultra and/or Zoom and Google Drive for synchronous online course delivery. Synchronous class sessions will include small/large group discussions, hand-on interactive work, student presentations, cooperative learning and mini-lessons. A detailed schedule is included below.

Technical Requirements

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

1. 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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Blackboard Collaborate Ultra or other required web conferencing tools.
5. 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.
6. 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

1. Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
3. 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.
4. 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.

5. 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.
6. 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.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. While we are unable to come to a Mason campus at this time, students 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.
8. 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to ensure an inclusive, positive learning environment (INTASC 2).
- B. Design a positive, supportive instructional environment 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 instructional strategies and high-leverage practices, including posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines to meet the needs of diverse students (INTASC 7).
- D. 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).
- E. Demonstrates knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.

- F. Create lesson plans that include a variety of engaging instructional strategies, varied resources, and materials (including media and contemporary technology), age-appropriate content, and a variety of assessment approaches (INTASC 7, 8).
- G. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).
- H. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21st century (INTASC 9).
- I. Understand the nature of teachers' work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents (INTASC 9, 10).
- J. 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, and computer technology.

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 engagement in learning, and self-motivation.
- **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.

REQUIRED TEXTS:

*Chappuis, J., & Stiggins, R. (2020). *Classroom assessment for student learning: Doing it right – Using it well* (3rd ed.). Pearson.

*Denton, P. (2014). *The power of our words*. 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.

*Wood, C. (2017). *Yardsticks: Child and adolescent development ages 4-14* (4th ed.). Center for Responsive Schools.

***These texts will also be used in ELED 402.**

**Additional selected readings 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.**

Assignments and/or Examinations:

1. Elementary Lesson Planning (30%)

A key aspect of this course is to understand and apply the basic principles of effective instructional planning to developing lessons that meet the developmental and instructional needs of your students. For this assignment, you will design three separate lessons: (1) a focus lesson, (2) a lesson (or lessons) written in a constructivist model of your choice, and (3) a lesson written in the Gradual Release of Responsibility model.

Each of these lessons will employ engaging instructional strategies, cooperative learning, and/or thinking routines reviewed in the course and will include alignment with one or more Virginia state standards and high-leverage teaching practices. The lessons will include clearly outlined KUDs and learning objectives, detailed and scripted procedures, checks for understanding/formative assessments, and considerations for how the lessons may be modified for students with disabilities and multilingual learners.

Specific guidelines for this assignment, along with the rubric used to evaluate it, will be distributed in class. Each lesson is worth 10%, for a total of 30% of your final grade in the course.

2. Field Experience Teaching: Lesson Implementation & Reflection (20%)

Another key aspect of this course is to understand how to manage and reflect on small and whole group instruction. For this assignment, you will implement and reflect on two lessons: (1) a whole group morning meeting lesson and (2) a small group instructional lesson.

The morning meeting lesson will be co-planned with your mentor teacher, but implemented by you, and will incorporate all four components of morning meeting: message, greeting, share, and activity. The small group instructional lesson will also be co-planned with your mentor teacher, but implemented by you. The content of the lesson (the lesson plan) will be supplied by your mentor teacher; you will utilize a planning tool provided in class to plan how you will effectively *manage* that lesson.

After implementation of each lesson, you will reflect upon your teaching experience, including what you felt went well (and why), what you might do differently (why and how) were you to implement the lesson again, what you learned from the experience, and questions or ideas you would like to explore further.

You will submit the lesson plan for both the morning meeting lesson and the small group instructional lesson (including your planning for management of the lesson), along with your individual reflections on both, to Blackboard.

The rubric used to evaluate this assignment will be provided in class. Each of the two field experience teaching lessons and reflections are worth 10%, for a total of 20% of your final grade in the course.

3. PBA: Classroom Management Plan (20%)

You will continue 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. Your plan should include connections to readings and discussions from across the semester, with an emphasis on culturally responsive and anti-racist principles, and should include the following components:

- Part 1: 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.
 - *Note: This should be updated from what you submitted for ELED 305.*
- Part 2: 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.
 - *Note: This should be updated from what you submitted for ELED 305.*
- Part 3: 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.
 - Choose one grade level on which to focus and Include a broad overview of key content for that grade level.
 - Close with methods for communication/contact.
- Part 4: A description of 10 anticipated procedures and routines
 - Description should include what each will look/sound like.
- Part 5: A description of your plan for establishing and creating classroom rules and norms
- Part 6: A description of your plan for addressing minor misbehaviors

This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment is provided at the end of this syllabus. This PBA is worth 20% of your final grade in the course.

Other Requirements:

1. Attendance and Participation (30%)

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 attendance and participation includes completion of all synchronous and asynchronous application activities and is worth 30% of your final grade in the course. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- NearPod lesson activities
- Graphic organizers included in asynchronous work
- Peer review and group asynchronous work

2. Work Timeliness Expectations

All assignments are to be completed **by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

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 7th 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. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

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

<i>Course Outcomes</i>	<i>Assignments</i>	<i>%</i>	<i>Due Date</i>
A-J	Attendance and Participation	30%	ongoing
A-D, F, H, J	Elementary Lesson Planning	10% each for a total of 30%	Focus Lesson: Mar. 3 Constructivist Lesson: Mar. 24 GRR Lesson: Apr. 7
A-D, F-J	Field Experience Teaching: Lesson Implementation & Reflection	10% each for a total of 20%	MM Lesson: Apr. 21 Small Group Lesson: Apr. 28
A-C, E, H, J	*PBA: Classroom Management Plan	20%	May 5

*Performance-based assessment (PBA)

GRADING POLICIES

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

***Note: “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/policies-procedures/>

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

TENTATIVE CLASS SCHEDULE

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

Class Meeting	Topics & Learning Objectives	Readings and Major Assignments (DUE BEFORE SYNCHRONOUS SESSION)
<p>Week 1</p> <p>Wednesday, January 27</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Becoming a Culturally Responsive Practitioner</p> <ul style="list-style-type: none"> • I can describe the elements of anti-bias education. • I can describe strategies for developing meaningful relationships with students from culturally, linguistically, and socioeconomically diverse backgrounds. • I can design a culturally responsive classroom environment. 	<p>Text:</p> <ul style="list-style-type: none"> • Hammond (2015), Chapter 4 <p>Blackboard:</p> <ul style="list-style-type: none"> • Teaching Tolerance: Overview of the Framework for Anti-Bias Education: https://www.tolerance.org/frameworks/social-justice-standards • Muhammad (2020) Ways to understand and teach identity • Adilow (2019) Name • Nichols (2020) A guide to equity & antiracism for educators
<p>Week 2</p> <p>Wednesday, February 3</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Using Backward Design to Sequence Instruction</p> <ul style="list-style-type: none"> • I can use backward design in instructional planning. • I can construct KUDs & SMART learning objectives using the Virginia SOLs as a framework. • I can sequence lessons within a unit of instruction. 	<p>Text:</p> <ul style="list-style-type: none"> • Wood (2017), “Knowing Our Students,” pp. 5-20 • Wood (2017), read the guidelines for ages of students in your field experience placement <p>Blackboard:</p> <ul style="list-style-type: none"> • Sample unit plans • High-Leverage Practices for Teaching: https://www.teachingworks.org/work-of-teaching/high-leverage-practices
<p>Week 3</p> <p>Wednesday, February 10</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Revisiting Developing a Lesson</p> <ul style="list-style-type: none"> • I can construct KUDs & SMART learning objectives using the Virginia SOLs as a framework. • I can design an engaging lesson opening/hook. 	<p>Text:</p> <ul style="list-style-type: none"> • Hammond, Ch. 8 (pp. 122-130 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • <i>Review</i> Elements of a Lesson Plan • Teaching Tolerance: Critical Practices for Anti-Bias Education – Instruction: https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/instruction • Creating an Engaging Hook

<p>Week 4</p> <p>Wednesday, February 17</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Modeling and Focus Lessons</p> <ul style="list-style-type: none"> • I can identify practices for creating culturally responsive lessons. • I can describe the purpose and attributes of a focus lesson. • I can design an effective think-aloud. 	<p>Text:</p> <ul style="list-style-type: none"> • Hammond, Ch. 8 (pp. 130-141 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • Samples of scripted think alouds • Fisher & Frey, Focus lessons
<p>Week 5</p> <p>Wednesday, February 24</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Student-Centered Approaches to Teaching and Learning</p> <ul style="list-style-type: none"> • I can identify models and strategies associated with student-centered (constructivist) teaching. • I can design lessons with interactive and engaging learning experiences. 	<p>Text:</p> <ul style="list-style-type: none"> • Doubet & Hockett, Ch. 4 (Part 1 <i>and</i> Part 2) <p>Blackboard:</p> <ul style="list-style-type: none"> • <i>Review</i> Burden & Byrd (2018) , Ch. 6 • Bigelow (2019) Role playing
<p>Week 6</p> <p>Wednesday, March 3</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Questioning Strategies</p> <ul style="list-style-type: none"> • I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions. 	<p>DUE: Elementary Lesson Planning - Focus Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> • Denton (2014), Chapter 3 • Denton (2014), Chapter 4 • <i>Review</i> Doubet & Hockett, Ch. 4, “Questioning Frameworks” (pp. 161-168) <p>Blackboard:</p> <ul style="list-style-type: none"> • Walsh & Sattes (2015) Quality questioning: The heart of thoughtful discussion

<p>Week 7</p> <p>Wednesday, March 10</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Management & Instructional Planning: Managing & Leading Discussions</p> <ul style="list-style-type: none"> I can construct and manage culturally responsive, rigorous whole group discussion. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Zwiers & Crawford (2011) Getting started with academic conversations Gibbons (2015) Classroom talk: Contexts for language learning <i>Review</i> Burden & Byrd (2018), Chapter 6, pp. 157-160
<p>Week 8</p> <p>Wednesday, March 17</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Management & Instructional Planning: Implementing Small Group Work & Cooperative Learning Activities</p> <ul style="list-style-type: none"> I can design and manage small group work effectively. I can design and implement cooperative learning structures in the whole group and small group settings. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Vanderbilt Center for Teaching: Group work – Using cooperative learning groups effectively Walsh & Sattes (2015) Structured small group discussion: Using protocols to scaffold skills for discussion (JIGSAW) <i>Review</i> Burden & Byrd (2018), Chapter 6, pp. 160-164
<p>Week 9</p> <p>Wednesday, March 24</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Instructional Planning: Formative Assessment & Thinking Routines</p> <ul style="list-style-type: none"> I can identify the differences between formative and summative assessment. I can design lessons that incorporate checks for understanding throughout. 	<p>DUE: Elementary Lesson Planning - Constructivist Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> <i>Review</i> Chappuis & Stiggins (2020), Chapter 1 <p>Blackboard:</p> <ul style="list-style-type: none"> Fisher & Frey, Checks for Understanding Ritchhart, Church, & Morrison (2011), Putting thinking at the center of the educational enterprise Ritchhart, Church, & Morrison (2011), Introduction to the thinking routines Thinking Routines website

<p>Week 10</p> <p>Wednesday, March 31</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Management: Establishing Procedures & Routines</p> <ul style="list-style-type: none"> I can identify the routines and procedures necessary to establish in order to make an elementary classroom run smoothly and effectively. I can describe the steps of interactive modeling and its importance in establishing routines and procedures in classrooms. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Responsive Classroom, Looking ahead to next year: The first days of school Responsive Classroom, Proactively teaching behavior through interactive modeling Wilson (2011) For classroom order, friendliness, and calm: Try interactive modeling <i>Review</i> Charney, Chapter 2
<p>Week 11</p> <p>Wednesday, April 7</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Management: Establishing Rules & Norms</p> <ul style="list-style-type: none"> I can describe strategies for creating rules and norms. I can identify the differences between rules and norms. 	<p>DUE: Elementary Lesson Planning – Gradual Release Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Responsive Classroom, Our Hopes and Dreams for school Responsive Classroom, Creating rules with students Rules vs. Norms <i>Review</i> Charney, Chapter 3 & Appendix A Teaching Tolerance: Critical practices for anti-bias education: Classroom culture: https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture
<p>Week 12</p> <p>Wednesday, April 14</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Teacher Language: Reinforcing, Reminding, Redirecting</p> <ul style="list-style-type: none"> I can identify and provide examples of reminding, reinforcing, and redirecting language. I can describe the importance of different types of teacher language in proactive and reactive discipline. <p>Individual PBA Conferences</p>	<p>Text:</p> <ul style="list-style-type: none"> Denton (2014), Chapter 5 Denton (2014), Chapter 6 Denton (2014), Chapter 7 <p>Blackboard:</p> <ul style="list-style-type: none"> N/A

<p>Week 13</p> <p>Wednesday, April 21</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Management: Managing Minor Misbehaviors</p> <ul style="list-style-type: none"> • I can describe how to implement logical consequences and time-outs. • I can explore the pros and cons of rewards. • I can evaluate various strategies for addressing minor misbehaviors. 	<p>DUE: Field Experience Teaching – Morning Meeting Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Charney, Chapter 4 • (2019) What teachers need to know about restorative justice • Responding to minor misbehaviors • 1, 2, 3 Magic • Rewards the right way • Why dangling rewards won't work
<p>Week 14</p> <p>Wednesday, April 28</p> <p>1:30pm – 4:10pm Synchronous Online</p>	<p>Building Community with Families</p> <ul style="list-style-type: none"> • I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds. <p>Course Evaluations Course Wrap-Up</p>	<p>DUE: Field Experience Teaching – Small Group Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Teaching Tolerance: Critical practices for anti-bias education – Family & community engagement: https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/family-and-community-engagement • Gonzales (2019) “Aren't you on the parent listserv?”
<p>Week 15</p> <p>Wednesday, May 5</p>	<p>NO CLASS – EXAM WEEK</p>	<p>DUE: Classroom Management Plan (PBA)</p>

PBA: Classroom Management Plan Rubric

Standards	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Overview of Management Philosophy	Little or no description of what you believe to be the most important principles in working with children; rationale may be missing. Little or no connection between these principles and your management philosophy. Little or no evidence of one or more management models discussed in ELED 305.	Some description of what you believe to be the most important principles in working with children; rationale may be missing. Some connection between these principles and your management philosophy. Insufficient evidence of one or more management models discussed in ELED 305.	Detailed description of what you believe to be the most important principles in working with children, with rationale. Connection between these principles and your management philosophy. Clear evidence of one or more management models discussed in ELED 305.	Extensive and thorough description of what you believe to be the most important principles in working with children, with detailed rationale. Clear connection between these principles and your management philosophy. Explicit reference to one or more management models discussed in ELED 305.
Schematic Diagram of Classroom & Accompanying Description	Classroom map may not be included or contains limited details. Minimal or no explanation of how each of the six features of classroom design informs your classroom map.	Classroom map is included, but includes limited details. Limited explanation of how each of the six features of classroom design informs your classroom map.	Detailed classroom map is included. Clear explanation of how each of the six features of classroom design informs your classroom map.	Detailed classroom map is included. Extensive, specific, and detailed explanation of how each of the six features of classroom design informs your classroom map.
Welcome to School Letter	Letter is unfriendly and unprofessional in tone. It does not include all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the classroom	Letter may be unfriendly or unprofessional in tone. It may or may not include all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the classroom	Letter is friendly and professional in tone. It includes all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the classroom during the year. Evidence of	Letter is friendly and professional in tone. It includes all four required components: introduction to you, your general beliefs about teaching and goals for the school year, an overview of the key content for the grade level chosen, and a description of the methods for communication that will be used in the classroom during the year. Evidence of

	during the year. Evidence of culturally responsive instruction and/or family engagement strategies is missing.	during the year. Evidence of culturally responsive instruction and/or family engagement strategies is missing.	culturally responsive instruction and/or family engagement strategies is included.	culturally responsive instruction and family engagement strategies is included.
Description of Procedures & Routines	Description of less than 10 anticipated procedures and routines is included, without describing how each should “look” and “sound.” Rationale for establishing these procedures is not provided.	Description of less than 10 anticipated procedures and routines is included; may or may not describe how each should “look” and “sound.” Rationale for establishing these procedures may or may not be provided.	Description of 10 anticipated procedures and routines is included, along with how each should “look” and “sound.” Rationale for establishing these procedures is provided.	Detailed description of 10 anticipated procedures and routines is included, along with how each should “look” and “sound.” Clear rationale for establishing these procedures is provided.
Plan for Establishing Norms and Rules	Plan for establishing classroom norms is not communicated. AND Description of teacher-specified classroom rules is not included.	Plan for establishing classroom norms is not communicated. OR Description of teacher-specified classroom rules is not included.	Plan for establishing classroom norms is communicated. Description of teacher-specified classroom rules is included.	Clear plan for establishing classroom norms is communicated. Detailed description of teacher-specified classroom rules is included.
Plan for Addressing Minor Misbehaviors	Plan for addressing minor misbehaviors does not include multiple and/or effective approaches. Rationale for utilizing these approaches is not provided.	Plan for addressing minor misbehaviors does not include multiple and/or effective approaches. Rationale for utilizing these approaches is provided.	Plan for addressing minor misbehaviors includes multiple, effective approaches. Rationale for utilizing these approaches is provided.	Plan for addressing minor misbehaviors includes multiple, effective approaches. A clear rationale for utilizing these approaches is provided.
Connections to Course Readings & Discussions and Emphasis on Culturally Responsive and Anti-Racist Principles	Assignment overall does not include multiple references to course readings and discussions. Culturally responsive and anti-racist principles are not embedded.	Assignment overall does not include multiple references to course readings and discussions. OR Culturally responsive and anti-racist principles are not embedded.	Assignment overall includes multiple references to course readings and discussions. Culturally responsive and anti-racist principles are embedded.	Assignment overall includes multiple, explicit references to course readings and discussions. Culturally responsive and anti-racist principles are clearly embedded.