

George Mason University
College of Education and Human Development
Elementary Education Program

ELED 544 Section DL2
Introduction to Elementary Methods and Management (3 credits)

Spring 2021

Tuesdays, 4:30 – 7:00 pm Synchronous Online

Professor: Dr. Janna Dresden
Office Hours: By appointment
Office Location: NA
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GENERAL COURSE INFORMATION

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.

Field Requirements: This course requires 10 hours of field observation. Additional details are in the 'assignments' section.

Course Delivery Method: This course will be delivered online in a synchronous format using Zoom and Google slides.

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 also uses Blackboard (**also denoted as Bb**) for announcements, posting all course information, and discussion board posts. 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/

POLICIES

Course Materials and Student Privacy

All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Videorecordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

Digital Communication

- 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.

Academic Integrity and Honor Code

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted must be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers

give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient.

Equity, Accessibility and Disability Accommodations

I will do whatever I can to make sure that each and every one of you is successful in this course and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class or on course requirements, please talk with me so that we can make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

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.

Diversity and Inclusion

Welcoming all students is the key to becoming a great teacher. This commitment to openness and acceptance must be reflected in the ways we interact with one another as well. The goal of our program is to create learning environments that foster respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning community to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

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/>

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/>.

College of
EDUCATION & HUMAN DEVELOPMENT 



Promoting Learning & Development Across the Lifespan

GMU Campus Resources for Students

- 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://coursesupport.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/>.

ELED 544—DL2
Course Information

LEARNING OUTCOMES

This course is designed to enable teacher candidates to:

- A. Develop their understanding of the intersection among understanding 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.

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, and active learning.
- **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.
- **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 READINGS

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

Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD. *WILL ALSO BE USE IN ELED 545

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

Williams, K., Woolliams, M., & Spiro, J. (2012). *Reflective writing*. New York, NY: Palgrave MacMillan.

You may purchase the book(s) at the bookstore or online (i.e., Amazon). Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

COURSE EXPECTATIONS, ASSIGNMENTS & GRADING

Engagement (10 points)

On-going

I expect that you will show consistent evidence of being engaged with our class by:

- Attending all classes-- I expect you to be in class and prepared each day. Absences will only be excused if they are arranged in advance or, in the case of illness, explained as quickly as possible.
- Being on time for class-- As a common courtesy, you should offer an explanation when you are late for class and you should ask permission if it is absolutely necessary for you to leave class early.
- Refraining from inappropriate classroom behaviors (e.g. texting, e-mailing, excessive chatting, etc.)
- Paying attention
- Participating in small group activities

Field Investigations (25 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 three 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, class discussions and your field work.

- *Investigation 1: Climate, Culture, and Community*
- *Investigation 2: Rules, Norms, and Procedures*
- *Investigation 3: Instructional Strategies*

DUE Feb. 23
DUE March 16
DUE April 6

High Leverage Practice Application: Small Group Conversation (10 points)

Due April 13

This activity is adapted from TeachingWorks at the University of Michigan. A key component of teaching is building positive relationships with students. This can be done through listening to children, honoring their ideas and experiences, and interacting with them as learners. Small conversations done well help convey respect and care, and facilitate learning and cognitive development. Small conversations that are done poorly can negatively impact student learning and self-efficacy. The purpose of this assignment is to provide you with an opportunity to prepare for and practice a small conversation with elementary students. It includes three key parts:

- Identify 3-4 students (ideally in a small group that you will use for your lesson planning PBA) and prepare for the small conversations. Your conversation preparation should include a launch, talking turns and a closing. A template will be provided
- Enact the small conversations, recording the audio of these using your phone. Upload these with your final assignment
- Select two-three 'turns' from the conversation to transcribe and analyze. A template will be provided for the transcription and the analysis.

Lesson Planning and Implementation Assignment (PBA) (35 points)

Due March 23 & April 27

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 an evidence-based lesson plan that effectively meets the needs of a specific group 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). This assignment includes the following three components:

- 1) An introduction to your classroom community and to the lesson, including:
 - 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 and what you have learned about the process of learning using different theoretical perspectives. This portion of your plan should explain why and how the activities you have planned for your students can be expected to facilitate their learning.
- 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 (*if possible given COVID*)
 - a. 5-10 min sample video focusing on the lesson intro and modeling/I do portion of the lesson with reflective comments throughout the video
 - b. A summative reflective statement and goal setting for future planning/instruction

The Performance Based Assessment assignment 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.

Classroom Management Plan (20 points)

Due May 4

You will 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 (2-3 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.
 - Discuss the interaction between classroom management and instruction.
- 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 share information about your background, hobbies, and personal goals
 - 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.

Important: Your Classroom Management Plan MUST include connections to readings and discussions from across the semester.

Course Performance Evaluation Weighting

Course Outcomes	Requirements & Assignments	# of points	Due Dates
A-L	Engagement	10	On-going
A-L	Field Investigations	25	Feb. 23 March 16 April 6
A, E	High Leverage Practice Application	10	April 13
D – H	Lesson Planning and Implementation (PBA)	35	March 23 April 27
A – C	Classroom Management Plan	20	May 4
		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.*

Course Schedule
Topics, Readings and Assignments
(topics and readings are subject to change)

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
	Instruction <i>Classroom Management</i>	Instruction <i>Classroom Management</i>	
January 26	Introductions		
February 2	Foundations: observation & assessment <i>Culturally Responsive Teaching</i>	Ethnographic Eyes, chapter 7 8 lenses for observation Doubet & Hockett, chapter 3 pp. 73 - 83 <i>Hammond, chapters 2, 3, 4, and 5</i>	
February 9	Foundations: VA SOLs & Cognitive taxonomies <i>Proactive CM: Climate and Community</i>	<i>Doubet & Hockett, chapter 1</i> <i>Charney, chapter 1</i>	
February 16	Approach #1: Constructivist and Integrated Curriculum <i>Proactive CM: Built Environment</i>	DeVries chapter 2 Helm & Katz, chapter 1 <i>Clayton & Forton chapters 2 & 4</i>	
February 23	Approach #2: Backwards Design <i>Proactive CM: Teacher Language</i>	https://www.cultofpedagogy.com/backward-design-basics/ <i>Denton, intro and chapters 1, 2, & 3</i>	Investigation #1: Climate and Community
March 2	Approach #3: Gradual Release <i>Proactive CM: Rules and Procedures</i>	Dell-Olio chapter 4 Fisher Gradual Release Summary <i>Charney chapters 3 and 4</i>	
March 9	Specifics of Lesson Planning <i>Proactive CM: Brain & Movement Breaks</i>	Standard Lesson Structure Fisher & Frey Checks for Understanding	
March 16	Strategy—High Leverage Practice: leading a discussion <i>Responsive CM: Logical Consequences</i>	Watch videos and review charts <i>Denton, chapters 4, 5, and 6</i> <i>Charney, chapter 6</i>	Investigation #2: Rules and Procedures
March 23	Strategy—High Leverage Practice: Explaining, modeling, ‘think aloud’ <i>Responsive CM: Pros & cons of rewards</i>	Watch videos and review charts <i>Alfie Kohn, Punished by Rewards</i>	Draft of Lesson Plan
March 30	Strategy—High Leverage Practice: Posing higher order questions <i>Responsive CM: Dealing with Challenging Behaviors</i>	Watch videos and review charts <i>Charney, chapter 7</i> <i>Denton, chapter 7</i>	
April 6	Strategy—Small groups and collaborative Learning <i>Responsive CM: Trauma-Informed Teaching</i>	Cohen, chapters 5 and 6 <i>Post Traumatic Stress Disorder in Children</i> <i>Helping Students Cope in an Age of Terrorism</i>	Investigation #3: Instructional Strategies
April 13	Strategy—Differentiation & Accommodations <i>Culturally Responsive Teaching</i>	Tomlinson, chapter 1 <i>Hammond, chapters 8 and 9</i> <i>Weinstein et al (2003)</i>	High Leverage Practice Application
April 20	Strategy—graphic organizers <i>Review of approaches to CM</i>	<i>Comparing Responsive Classroom & PBIS</i>	
April 27	Review and conclusions	<i>Hindeman & Stronge on reflection</i>	Final Lesson Plan
Classroom Management Plan Due May 4			

Preliminary Reading List

- Charney, R. (2015). *Teaching children to care*. Turner Falls, MA: Center for Responsive Schools.
- Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. 2nd ed. New York: Teachers College Press.
- Denton, P. & Betchel, D. (2013). *The power of our words*. Turner Falls, MA: Center for Responsive Schools.
- Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD. *WILL ALSO BE USE IN ELED 545
- Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. 2nd ed. Upper Saddle River, NJ: Pearson.
- Williams, K., Woolliams, M., & Spiro, J. (2012). *Reflective writing*. New York, NY: Palgrave MacMillan.