

George Mason University
College of Education and Human Development
School of Education



EDUC 502.001 Curriculum & Instruction – Teaching All Learners
3 Credits, Summer 2021
May 17 – July 13 - Asynchronous, Online

Faculty

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Prerequisites/Co-requisites

None

University Catalog Course Description

Focuses on frameworks and methods for effective implementation of curricula across PK-12 teaching contexts that support academic progress toward Virginia Standards of Learning for all PK-12 learners. Builds capacity to apply culturally relevant curricula, methodologies, and materials responsive to strengths and needs of all PK-12 learners.

Note: This course is not designed to be transferable or eligible to count towards a degree program.

Course Overview

This course is designed to develop the knowledge and skills for design and delivery of research-based instruction across disciplinary areas that enhances academic progress for PK-12 learners in ways that are responsive to children's unique needs. Students will gain in-depth understanding of the use of appropriate curricula, methodologies, and materials that contribute to successful

progress toward Virginia Standards of Learning (SOLs) for all children, including English learners, children with exceptionalities, and gifted/talented children.

Students will explore and apply age-appropriate online instructional strategies and educational technologies that support PK-12 learners' content understanding and language and literacy development. The role of effective home-school communication and family engagement in school and at home that can support PK-12 children's achievement of Virginia SOLs will be addressed.

This course also includes trainings mandated by the Virginia Board of Education curriculum guidelines and Virginia Department of Social Services: Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure (Required but not graded)

http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml AND

Emergency First Aid, CPR, & AED Certification or Training (Required but not graded)

http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous 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 **May 17**.

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 online course is **not self-paced**. You will be expected to complete one module every week. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

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 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:
 - 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

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and finish on Sunday.**
- **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 **three** times per week.
- **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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop expertise around curricular, methodological, and materials selection and application to support academic achievement of all PK-12 learners.
2. Become knowledgeable about applying culturally relevant, age-appropriate curriculum and pedagogy across disciplinary areas that are responsive to the strengths and needs of all PK-12 learners.
3. Identify and apply effective home-school communication and engagement practices to enhance PK-12 children's learning in and out of school.
4. Gain skills needed for application of digital tools to support PK-12 children's content learning and language and literacy development; apply skills in online instruction.
5. Demonstrate completion of Child Abuse & Neglect Recognition and Intervention AND First Aid, CPR, & AED Trainings as per VA Department of Education requirements.

Professional Standards – InTASC Model Core Teaching Standards and Learning Progressions for Teachers

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 #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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.

Required Texts

Burden, P.R., & Byrd, D.M. (2019). *Methods for effective teaching: Meeting the needs of all students* (8th edition). New York, NY: Pearson. ISBN-13: 978-0134695747

Recommended Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). Washington, DC: American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments and/or Examinations

Major Assignments Overview

Assignment	Percentage of Overall Grade	Due Date
Informed & Professional Class Participation	30%	Ongoing
4-Week Unit Plan & Rationale for Adaptations in Inclusive Classroom (Performance-Based Assessment)	40%	Template = end of week 6 Paper = end of week 7
Philosophy of Teaching Reflective Paper	30%	End of week 5
Verification of VDOE required training/certifications: Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure AND Emergency First Aid, CPR, & AED Certification or Training	0%	Evidence of completion of all aspects of these trainings must be uploaded to Discussion Board Link for this purpose in Blackboard before or by the final day of this course. NOTE: Candidates must also follow directions and submit documentation as per Virginia Department of Education websites shared in this syllabus (see below).

Each course assignment is described below. Evaluation rubric for the 4-Week Thematic Unit Plan and Rationale for Adaptations in an Inclusive Classroom is located at the end of the syllabus. The Philosophy of Teaching rubric is located in Blackboard. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Informed and Professional Class participation (30%)

Class participation is evidenced by thoughtful, thorough completion of all activities in the Weekly Modules. Thus, **candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules**. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a highly-qualified reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by **critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive content classrooms**.

Note for Online Courses:

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other learning activities within a Weekly Module (e.g., a journal entry, Wiki, WordPress Blog, visual representation of learning, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** A class participation rubric that outlines these expectations is located on Blackboard.

Candidates are expected to complete an **initial Discussion Board post by Wednesday night at midnight and to respond thoughtfully to two peers' posts by Saturday night at midnight**.

Initial Discussion Board posts must be **two fully-developed, thoughtful** paragraphs, written in professional language, that **synthesize** candidates' analytical thinking around key concepts that emerge within the weekly content and **make relevant connections/applications** to real world teaching and learning in schools. The questions in the Discussion Board prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question.

Responses to peers' posts must be at the paragraph level and must be thoughtful and respectful. Responses to peers should **include further connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.** Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as highly-qualified, reflective practitioners as well as to learn from peers' thinking and experiences.

4-Week Unit Plan & Rationale for Inclusive Classroom (40%)

Students will demonstrate their knowledge and skills for planning a 4-week unit plan in a specific content area and grade level band (e.g., PK-2, 3-5, 6-12). The unit plan must be anchored in Virginia Standards of Learning (SOLs)

(http://www.doe.virginia.gov/testing/sol/standards_docs/). Students will use a template (provided on Blackboard) to portray the 4-Week Unit Plan. It is imperative that students **apply their own original thinking** and reflect learning from this course about the design of curriculum and instruction for diverse PK-12 learners. In other words, students will anchor the unit plan in VA SOLs **but must not** use an existing VA Curriculum Framework. **This major assignment represents an opportunity for students to exercise their own creativity and original thinking in outlining a curricular unit, appropriate methodologies and instructional strategies, resources and materials (including educational technologies), and learning experiences with thoughtful adaptations/scaffolds.**

On the template, students will be expected to outline:

- *Overview with content area & grade level/grade level band, unit title/topic
- *VA SOLs addressed in the unit plan
- *Rationale for unit—brief description of what you are teaching and what students are learning
- *Essential Question(s) to be addressed in the unit
- *Lesson Sequence & Instructional goals for lessons within the unit (Note: Lessons can extend beyond one class period)
- *Learning materials and resources (including educational technologies)
- *Types of Assessments (formative and summative) that make sense throughout the unit
- *ONE complete lesson plan outline that includes: Learning objectives, Instructional strategies, students' collaborative learning activities, formative assessment(s) within the lesson, and *thoughtful adaptations and scaffolds/supports for diverse learners*

Using the unit outline on the template, **students will write a four-to-five page double-spaced description and rationale** for the features in the 4-week unit plan and complete lesson plan.

(Note: Use Times New Roman 12-point font and one-inch margins. Place page numbers in top right-hand corner. Include a title page and a Reference page, which are NOT included in the four-to-five page paper length).

In this paper, students will describe and explain:

- *The way that the unit is designed to support *all learners* in meeting the VA SOLs for the unit;
- *The way that rigorous, grade and age-level appropriate higher-order thinking skills are reflected in the unit;
- *The rationale behind selection of materials and resources;
- *The way that instructional strategies and formative assessments in the complete lesson plan ensure age-appropriate rigor and provide for engaging, meaningful interaction/collaboration among diverse PK-12 learners;

*The way that thoughtful adaptations and scaffolds/supports are included for diverse learners (e.g., emergent bilingual children, children with identified exceptionalities, children identified as gifted/talented) that afford access and engagement with grade-level content.

Throughout the paper, students should situate their thinking and choices explicitly in reading and content from this course. That is, students must demonstrate (through explicit citations) the way that their thinking around the design of the unit plan is anchored clearly in the knowledge and skills around research-based best practices gained in this course. Please use APA-7 style for within text citations and on References page. **Please see the rubric for this performance-based assessment at the end of the syllabus.**

Philosophy of Teaching Reflective Paper (30%)

The Philosophy of Teaching paper provides each educator with an opportunity to articulate the way that the **knowledge, skills, and dispositions** gained through teacher education coursework and real world experiences in schools inform their approach to curriculum and instruction and assessment with diverse PK-12 learners. The Philosophy of Teaching paper must also articulate and explain the way that each educator's underlying beliefs, assumptions, values will serve as a foundation for serving today's diverse children and their families with equity and excellence. It is vital that the Philosophy of Teaching positions and practices be grounded in current research/theory reflective of the mindsets and developing expertise that are necessary for effective teaching and engagement with diverse PK-12 learners and their families. In other words, highly effective educators understand that we cannot teach and serve diverse children well simply by "teaching the way we were taught" or teaching in a way that is most comfortable to us. **Educators must be able to demonstrate that they possess the knowledge, skills, and dispositions for highly effective teaching in diverse classrooms** and that their approach to the daily, complex work of teaching and learning is anchored firmly in theory and research-based practices.

In the Philosophy of Teaching paper, strive to create a vision for your current or future classroom. **This paper must be reflective.** Reflective writing reflects analytical thinking around **what it means to be a successful teacher who shapes lives and learning for children from all backgrounds and abilities.** Explain the mindset that you will bring to the classroom and the way that your beliefs/philosophy will serve the social, emotional, and instructional needs of *all learners*. Address the way that you will build partnerships with students' families, articulating why these partnerships are fundamental to effective teaching. Reflect on the way that you will collaborate with school colleagues and advocate for diverse children in your daily work. Be sure to include a specific professional development plan to describe the way that you will continue learning throughout your career as a reflective practitioner. Share ways that you will pursue your own professional development beyond what may be offered/required by a school district. It is important to ensure that you anchor your assertions, descriptions, and explanations in **what you have learned through teacher preparation coursework** and through your experiences in schools. Strive to make connections to relevant theories and practices, supporting your ideas by citations to research. In short, use what you have learned from your studies as a foundation for developing your Philosophy of Teaching.

The Philosophy of Teaching paper must be written as a cohesive, **first-person narrative**. Thus, please use "I" but avoid "you" in academic writing. For example, instead of writing, "You will serve children from many backgrounds as a teacher," write, "As a teacher, I will serve children from many backgrounds." Please **avoid direct quotes** in this short paper. Relate ideas and practices in your own words, citing sources as needed. Also, do not write out names of chapters, articles, or book titles. For example, instead of writing, "In an interesting article by Aida Walqui (2006) called *Scaffolding learning for diverse learners*, she explains that . . ." write, "Walqui (2006) emphasized the importance of scaffolding instruction for learners with different strengths."

Organize the paper with logical headings and subheadings. **Follow APA-7 style** for within-text citations and on the References page. The Philosophy of Teaching statement must be **double-**

spaced, using *Times New Roman*, 12-pt font, 1-inch margins, and not exceed 5 pages.
Include a title page and References page—these pages do NOT count in the 5-page length.
Please refer to the rubric for this assignment on Blackboard.

Trainings mandated by the Virginia Board of Education curriculum guidelines and Virginia Department of Social Services:

Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure (Required but not graded)

http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

AND

Emergency First Aid, CPR, & AED Certification or Training (Required but not graded)

http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Evidence of completion of all aspects of these trainings must be uploaded via Discussion Board Links for that purpose in Blackboard by or before the last day of this course.

NOTE: Candidates must also follow directions and submit documentation as per Virginia Department of Education websites shared in this syllabus (see below).

- **Grading**

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 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	

See the University Catalog for details:

<http://catalog.gmu.edu/policies/academic/grading/>

Late Work Policy

All work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence.

Students with two or more absences will not receive credit for the course.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

CLASS SCHEDULE for EDUC 502

Faculty reserve the right to alter the schedule as necessary, with notification to students.

Note: All supplementary texts marked with an asterisk () are located in the Weekly Modules.*

Module #1	
Dates	May 17-23
Readings	Textbook Chapter 1 – Teaching Students in Today’s World AND Textbook Chapter 2 – Knowing and Connecting with Your Students AND *Echevarria, J., Frey, N., & Fisher, D. (2015). What it takes for English learners to succeed. <i>Educational Leadership, March, 2015</i> , 22-26. AND *Au, K. (2009). Isn’t culturally responsive instruction just good teaching? <i>Social Education, 73</i> (4), 179-183. AND *Williams Shealey, M., & Callins, T. (2007). Creating culturally responsive literacy programs in inclusive classrooms. <i>Intervention in School and Clinic, 42</i> (4), 195-197.
Assignments Due	Read syllabus carefully; Complete ALL learning activities in Weekly Module #1

Module #2	
Dates	May 24-30
Readings	Textbook Chapter 3 – The Fundamentals of Planning AND Textbook Chapter 4 – Planning Lessons and Units AND *Lindahl, K., & Watkins, N.M. (2014). What’s on the “LO” Menu? Supporting academic language objective development. <i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas, 87</i> (5), 197-203. AND

	<p>*Riccomini, P.J., Morano, S., & Hughes, C.A. (2017). Big ideas in special education: Specially-designed instruction, high-leverage practices, explicit instruction, and intensive instruction. <i>TEACHING Exceptional Children</i>, 50(1), 20-27.</p> <p>TEAL Fact Sheet # 2 (2010): Universal Design for Learning https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf</p> <p>The UDL Guidelines: http://udlguidelines.cast.org/</p>
Assignments Due	BEGIN Unit Plan Template & Lesson Plan Outline; BEGIN Outline/Jot thoughts for Philosophy of Teaching paper; Complete ALL learning activities in Weekly Module #2

Module #3	
Dates	May 31 – June 6
Readings	Textbook Chapter 5 – Teacher-Centered Instructional Strategies AND Textbook Chapter 6 – Student-Centered Instructional Strategies AND *Watts-Taffe, et al. (2012). Differentiated instruction: Making informed teacher decisions. <i>The Reading Teacher</i> , 66(4), 303-314.
Assignments Due	Continue work on Unit Plan Template & Lesson Plan Outline; Begin draft of Philosophy of Teaching; Complete ALL learning activities in Weekly Module #3; Make plans to complete: Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure and Licensure Renewal in Virginia: http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml AND Emergency First Aid, CPR, & AED Certification or Training http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml Evidence of completion of all aspects of these trainings must be uploaded via Discussion Board Link for that purpose in Blackboard by or before the last day of this course. NOTE: Candidates must also follow directions and submit documentation as per Virginia Department of Education websites.

Module #4	
Dates	June 7 - 13
Readings	<p>Textbook Chapter 7—Strategies that Promote Understanding, Thinking, and Engagement AND Textbook Chapter 13 – Collaborating with Colleagues & Families AND *Thibaut, P., & Curwood, J.S. (2018). Multiliteracies in practice: Integrating multimodal production across the curriculum. <i>Theory Into Practice</i>, 57(1), 48-55. AND Explore Digital Tools in: Dyer, K. (2019). 75 digital tools and apps teachers can use to support formative assessment in the classroom. https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/ AND CHOOSE: *Barrueco, S., Smith, S., & Stephens, S. (2015). Supporting parent engagement in linguistically diverse families to promote young children's learning: Implications for early care and education policy. <i>Child Care & Early Education Research Connections</i>, pp. 3-8 OR *Araujo, B. (2009). Best practices in working with linguistically diverse families. <i>Intervention in School and Clinic</i>, 45(2), 116-123.</p>
Assignments Due	Continue work on Unit Plan Template & Lesson Plan Outline; Complete draft of Philosophy of Teaching and begin revision; Complete ALL learning activities in Weekly Module #4

Module #5	
Dates	June 14 - 20
Readings	<p>Textbook Chapter 11 – Assessing Student Performance AND *Montgomery, C. (2014). The transformative power of performance-based assessment. <i>The Language Educator</i>, February, 42-53. AND *Robertson, K. (2016). A lesson in taking flight. <i>Educational Leadership</i>, 56-61.</p>

	<p>Explore: Explore World Class Instructional Design and Assessment (WIDA) Frameworks and Can-DO Philosophy tools for working with English learners</p> <p>Optional: *WIDA (2009) Bulletin on Formative Assessment</p>
Assignments Due	<p>Submit Philosophy of Teaching paper via Bb Assignment Link by or before June 20 at midnight; Continue work on Unit Plan Template & Lesson Plan Outline and begin first draft of Unit Plan paper; Complete ALL learning activities in Weekly Module #5</p>

Module #6	
Dates	June 21- 27
Readings	Textbook Chapter 8 – Managing Lesson Delivery AND Textbook Chapter 9 – Classroom Management
Assignments Due	<p>Submit Unit Plan Template & Lesson Plan Outline as ONE DOCUMENT via Bb Assignment Link by or before June 27 at midnight; Write draft of Unit Plan paper; NO Discussion Board or other learning activities in Week 6.</p> <p>Be sure that you are working to complete: Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure and Licensure Renewal in Virginia: http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml</p> <p>AND Emergency First Aid, CPR, & AED Certification or Training http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml</p> <p>Evidence of completion of all aspects of these trainings must be uploaded via Discussion Board Link for that purpose in Blackboard by or before the last day of this course.</p> <p>NOTE: Candidates must also follow directions and submit documentation as per Virginia Department of Education websites.</p>

Module #7	
Dates	June 28 – July 4
Readings	<p>Textbook Chapter 10 – Classroom Discipline (Note: Chapter 12 on assigning and reporting grades is OPTIONAL)</p> <p>AND</p> <p>Explore—Multi-Tiered System of Support (MTSS) & Positive Behavioral Interventions & Support (PBIS)</p>
Assignments Due	<p>Finalize and Submit Unit Plan paper via Bb Assignment Link by or before July 3 at midnight</p> <p>Complete ALL learning activities in Weekly Module #7</p>

Module #8	
Dates	July 5 - 11
Readings	<p>*Bottoms, S.I., et al. (2017). Leveraging the community context of family math and science nights to develop culturally responsive teaching practices. <i>Teaching and Teacher Education</i>, 61, 1-15.</p> <p>AND</p> <p>Explore various professional practitioner websites for designing curriculum and instruction for diverse learners:</p> <p>Read Write Think (http://www.readwritethink.org/)</p> <p>Colorin Colorado (https://www.colorincolorado.org/)</p> <p>Morningside Center (https://www.morningsidecenter.org/)</p> <p>Teaching Tolerance https://www.tolerance.org/</p> <p>Teaching for Change https://www.teachingforchange.org/</p> <p>Facing History Educator Resources: https://www.facinghistory.org/educator-resources</p>
Assignments Due	<p>Complete ALL learning activities in Weekly Module #8</p> <p>Complete Student Ratings of Instruction</p> <p>UPLOAD Evidence of Completion of:</p> <p>Child Abuse and Neglect Recognition & Intervention Training for Initial Licensure and Licensure Renewal in Virginia</p> <p>AND</p> <p>Emergency First Aid, CPR, & AED Certification or Training</p> <p>Evidence of completion of all aspects of these trainings must be uploaded via Discussion Board Link for that purpose in Blackboard by or before the last day of this course.</p>

EDUC 502 RUBRIC for 4-Week Unit Plan Template & Rationale Paper for Inclusive Classroom Performance-Based Assessment

Category	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
Essential Understandings, Essential Knowledge, and Instructional Goals in Unit Plan	Essential understandings, essential knowledge, and instructional goals reflect unsatisfactory curricular and instructional planning; not anchored appropriately in VA SOLs	Essential understandings, essential knowledge, and instructional goals approach satisfactory curricular and instructional planning; may not be anchored appropriately in VA SOLs	Essential understandings, essential knowledge, and instructional goals reflective of satisfactory curricular and instructional planning, explicitly anchored in VA SOLs	Essential understandings, essential knowledge, and instructional goals reflective of superior curricular and instructional planning explicitly, anchored in VA SOLs
Components in Outline of Exemplar Lesson Plan (Objectives, Instructional Strategies, Learning Activities, Materials, Technology, Adaptations, and Formative Assessments)	Several components of exemplar lesson plan outline reflect unsatisfactory application of learning around instructional planning, materials, assessment, and adaptations that may not serve many learners in diverse settings	Some components of exemplar lesson plan outline approach satisfactory application of learning around instructional planning, materials, assessment, and adaptations that serve some learners in diverse settings	Most components of exemplar lesson plan outline reflect satisfactory application of learning around instructional planning, materials, assessment, and adaptations that serve most learners in diverse settings	ALL components of exemplar lesson plan outline reflect superior application of learning around instructional planning, materials, assessment, and adaptations that serve all learners in diverse settings
Paper Reflecting Rationale for Decisions in Unit Plan and Exemplar Lesson Outline	Inadequate articulation of rationale that insufficiently reflects research-based best practices in curriculum and instruction for diverse learners	Adequate but less than satisfactory articulation of rationale that reflects some research-based best practices in curriculum and instruction for diverse learners	Satisfactorily thorough, thoughtful articulation of rationale that clearly reflects research-based best practices in curriculum and instruction for diverse learners	Exceptionally thorough, thoughtful articulation of rationale that strongly reflects research-based best practices in curriculum and instruction for diverse learners

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/>).

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/>.