

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

ELED 544 Section 003
Introduction to Elementary Methods and Management (3 credits)

Fall 2022

Mondays, 5:00 – 7:10 pm

Hybrid Format

Synchronous Online for most classes

On-Campus in Thompson Hall L004, Fairfax Campus, on August 22, October 3 and November 28

Professor: Dr. Janna Dresden
Office Hours: By appointment
Office Location: NA
Office Phone: NA
Email: jdresden@gmu.edu

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 15 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 for the majority of class sessions. Class will be held in-person on campus in Thompson Hall room L004 on August 22, October 3 and November 28.

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, additional readings 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 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
- 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.

- Video-recordings — 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.

Netiquette

The course environment is a collaborative space. Even an innocent remark typed in the online environment may be misconstrued. Students should always re-read responses before posting them. Be positive in your approach with others and diplomatic in selecting your words. All faculty are similarly expected to be respectful in all communications.

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, sexual harassment, interpersonal violence, and stalking

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.



GMU Campus Resources for Students

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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>

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

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. (2015). *The power of our words (2nd ed.)*. Center for Responsive Schools.

Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Association for Supervision and Curriculum Development. *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.

Milner, R. H., Cunningham, H. B., Delale-’Conner, L., & Kestenberg, E. G. (2019). *“These kids are out of control:” Why we must reimagine “classroom management” for equity*. (1st ed). Corwin.

You may purchase the book(s) at the bookstore or through an online bookseller. Additional **required** 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

Morning Meeting Implementation and Reflection (10 points)

Due October 18

This assignment includes 3 tasks:

- You will use the provided lesson planning template to prepare a 15 – 20-minute Morning Meeting. You may plan with your mentor teacher and/or peers in a shared placement.
- You will implement this lesson.
- You will reflect on your implementation of a Morning Meeting by responding to a set of prompts that will be provided in class.

Field Investigations (24 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 (8 points)* **Due October 4**
- *Investigation 2: Rules, Norms, and Procedures (8 points)* **Due October 25**
- *Investigation 3: Instructional Strategies (8 points)* **Due November 22**

Exploring High Leverage Teaching Practices (16 points)

This activity is based on the TeachingWorks program at the University of Michigan. We will explore four different High Leverage Practices (HLPs) from this program during class and you will complete an observation protocol for each during your field hours. The protocols will be given to you in class.

- *HLP Observation 1: Small Group Work and HLP Observation 2: Leading a Discussion (8 points)* **Due November 1**
- *HLP Observation 3: Explaining & Modeling Content and HLP Observation 4: Eliciting Student Thinking (8 points)* **Due November 15**

Classroom Management Plan (15 points)

Due December 5

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 from across the semester.

Course Performance Evaluation Weighting

Course Outcomes	Requirements & Assignments	# of points	Due Dates
A-L	Engagement	10	On-going
	Morning Meeting	10	October 18
A-L	Field Investigations	24	October 4 October 25 November 22
A, E	Exploring High Leverage Teaching Practices	16	November 1 November 15
D – H	Lesson Planning and Implementation	25	October 12 November 8 November 29
A – C	Classroom Management Plan	15	December 5
		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.*

ELED 544 Course Schedule Fall 2022

Topics, Readings and Assignment (subject to change)

DATE	TOPICS	READINGS	ASSIGNMENTS DUE (the day after class)
	Instruction <i>Classroom Management</i>	Instruction <i>Classroom Management</i>	
August 22	Introductions		
August 29	Foundations: Observation & Reflection <i>Proactive CM: Climate and Community</i>	Christopherson (2019) Bb 8 lenses for observation Bb Hindeman & Stronge (2019) Bb <i>2 short articles on Morning Meeting Bb</i> <i>Doubet & Hockett, chapter 1 Tb</i> <i>Charney, chapter 1 Bb</i>	
Monday September 5—NO CLASS—LABOR DAY			
Sept. 12	Foundations: Standards (VA SOLS & Cognitive Taxonomies) <i>Proactive CM: Culturally Responsive T.</i>	<i>Hammond, chapters 2, 3, and 4 Tb</i> <i>Milner, chapters 1, 2, 3, and 4 Tb</i>	
Sept. 19	Specifics of Lesson Planning and Assessment, Differentiation, Accommodations & Modifications <i>Proactive CM: Built Environment</i>	Doubet & Hockett, chapter 3 pp. 73 – 83 Tb Tomlinson, chapter 1 Bb Fisher & Frey Checks for Understanding Bb Tomlinson & Moon (2014) Bb Short articles on DI, accomm., & modif. Bb <i>Clayton & Forton chapters 2 & 4 Bb</i>	
Sept. 26	Approach #1: Constructivist and Integrated Curriculum <i>Proactive CM: Teacher Language</i>	DeVries chapter 2 Bb Helm & Katz, chapter 1 Bb Dresden & Lee article Bb <i>Denton, intro and chapters 1, 2, 3 and 4 Tb</i>	
October 3 on campus	Approach #2: Backwards Design <i>Proactive CM: Rules and Procedures</i>	Article on Backwards Design Bb <i>Charney chapters 3 and 4 Bb</i>	Field Investigation #1
Tuesday October 11	Approach #3: Gradual Release <i>Proactive CM: Brain & Movement Breaks</i>	Dell-Olio chapter 4 Bb Fisher Gradual Release Summary Bb <i>Articles on brain & movement breaks Bb</i>	Draft of Part 1 of LPI
October 17	Strategy—High Leverage Practice: Small groups and collaborative Learning <i>Catch up and Review of Proactive CM</i>	Review Teaching Works document Bb Edutopia article on collaborative learning Bb	Morning Meeting Assignment
October 24	Strategy— High Leverage Practice: Leading a Discussion <i>Responsive CM: Logical Consequences</i>	Review Teaching Works document Bb <i>Denton, chapters 5,6 and 7 Tb</i> <i>Charney, chapter 6 Bb</i>	Field Investigation #2
October 31	Strategy—High Leverage Practice: Explaining and modeling content <i>Responsive CM: Pros & cons of rewards</i>	Review Teaching Works document Bb <i>Watch Daniel Pink video on motivation Bb</i> <i>Alfie Kohn, Punished by Rewards Bb</i>	HLP 1 and 2: Small Group Work and Leading a Discussion
Nov. 7	Strategy—High Leverage Practice: Eliciting & interpreting student thinking <i>Responsive CM: Dealing with Challenging Behaviors</i>	Review Teaching Works document Bb <i>Charney, chapter 7 Bb</i> <i>Denton, chapter 7 Tb</i>	Draft of Part 2 of LPI
Nov. 14	Strategy— Technology & graphic organizers <i>Responsive CM: Trauma-Informed Teaching</i>	SAMR model of technology Bb <i>Post-Traumatic Stress Disorder in Children Bb</i> <i>Helping Students Cope in an Age of Terrorism Bb</i>	HLP 3 & 4: Explaining & Modeling Content and Eliciting Student Thinking
Nov. 21	<i>Culturally Responsive Management</i>	<i>Hammond, chapters 8 and 9 Tb</i> <i>Milner, chapter 5 Tb</i>	Field Investigation #3
Nov. 28 On campus	Instructional strategy review <i>Review of approaches to CM</i>	<i>Comparing Responsive Classroom & PBIS Bb</i>	LPI part 3: revisions and reflection
Monday December 5 Classroom Management Plan Due at 5 pm			

Preliminary Reading List (to use when citing readings)

Charney, R. (2015). *Teaching children to care*. Center for Responsive Schools.

Denton, P. (2014). *The power of our words*. Center for Responsive Schools.

Doubet, K. J. & Hockett, J. A. (2017). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Association for Supervision and Curriculum Development.

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

Milner, R. H., Cunningham, H. B., Delale-'Conner, L., & Kestenberg, E. G. (2019). *"These kids are out of control:" Why we must reimagine "classroom management" for equity*. (1st ed). Corwin.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. 2nd ed. Pearson.