

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

***ELED 544 Section 002***  
***Introduction to Elementary Methods and Management (3 credits)***  
Spring 2023 (January 24 – May 18)  
Tuesdays, 4:30-7:10 pm  
West 1001, Fairfax Campus

**Name:** Dr. Kate Olson  
**Office Hours:** By appointment  
**Office Location:** Thompson 1800  
**Office Phone:** please email  
**Cell Phone:** by request  
**Email:** [kolson13@gmu.edu](mailto:kolson13@gmu.edu), [olson.kate1@gmail.com](mailto:olson.kate1@gmail.com)  
**Course: Format:** face-to-face



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

**Prerequisite:** 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 Hours:** This course requires 15 hours of field observation. Additional details are in the “Assignments” section.

**Course Delivery Method:** This course will be delivered in a **face-to-face format** using **primarily face-to-face, as well as asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see “Class Schedule” for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available before the first day of class.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the “Class Schedule” section.

### *Technical Requirements*

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

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
2. To get a list of supported operating systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. Course Week: Our course week will end on the day that our class meetings take place as indicated on the “Class Schedule.”
2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials 4 times per week.

3. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **LEARNER OUTCOMES:**

This course is designed to enable teacher candidates to:

- A. Develop their understanding of the intersection of diverse PK-6 learners, classroom management, and instruction in planning for, modifying, and ensuring an inclusive, positive learning environment (INTASC 2).
- B. Design a positive, supportive instructional environment for diverse learners through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal setting and self-motivation (INTASC 3).
- C. Explore a variety of management models used in elementary classrooms (INTASC 2).

- D. Explore a variety of instructional models, including online learning and online instructional strategies, posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7).
- E. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning and assessment (INTASC 1, 7).
- F. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans (INTASC 2).
- 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 21<sup>st</sup> century. (INTASC 9).
- K. Understand the nature of teacher’s work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10)
- L. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners’ achievement in an interdisciplinary manner in Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

**PROFESSIONAL STANDARDS:**

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

### INTASC (The Interstate Teacher Assessment & Support Consortium):

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

**REQUIRED TEXTS: \*These texts will be used across multiple courses in multiple semesters.**

Denton, P. (2014). *The power of our words* (2<sup>nd</sup> ed.). Center for Responsive Schools.

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

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

\*Kestenberg, E. G., Cunningham, H. B., O’Conner, L. D., Milner, R. (2018). *“These kids are out of control”*: Why we must reimagine “Classroom Management” for equity.

**Recommended Texts:**

\*Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Center for Responsive Schools.

\*\*Additional selected readings will be posted on Blackboard.

**COURSE PERFORMANCE EVALUATION:**

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

**Assignments and/or Examinations:**

**1. Attendance and Participation (25%)**

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

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute to face-to-face and asynchronous online discussions and activities as well as genuinely listen to peers as they do the same. In addition, you are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class.

Your participation includes completion of all face-to-face and asynchronous application activities. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- NearPod lesson activities
- Lesson plan analyses
- Graphic organizers and activities associated with weekly content

## 2. Morning Meeting Implementation & Reflection (15%)

**DUE: Tuesday, March 7**

Establishing a warm, safe, and culturally responsive classroom community, along with continuously reflecting on one's teaching practice for the purposes of improvement, provide critical supports to students' cognitive, social-emotional, physical, and language development. One strategy for developing such a community is the implementation of Morning Meeting at the beginning of each school day. Morning Meeting consists of four important components: Greeting, Share, Activity, and Message. The purpose of this assignment is to help you both gain experience in planning and implementing all four components of Morning Meeting while increasing your reflective capacities as a form of teacher professional learning. You will collaborate with your mentor teacher and/or peers to co-plan/co-lead one Morning Meeting lessons.

This will involve the following four tasks:

- **Part 1 - Planning:** Your first task is to plan a 20-minute Morning Meeting lesson (using the GMU lesson planning template) that includes all of the following components: Greeting, Share, Activity, Message. You may plan with your mentor teacher and/or peers in your shared placement.
- **Part 2 – Implementation:** After you have planned the Morning Meeting, you need to actually implement the Morning Meeting. You may lead the Morning Meeting with your peer (if in a shared placement) and/or with your mentor teacher. You may also elect to lead the Morning Meeting on your own.
- **Part 3 – Annotated Lesson Plan:** After implementing your Morning Meeting, you will reflect upon your teaching experience by using the comments feature in your lesson plan document. These comments will serve as an initial reflection and help jumpstart your thinking around how the lesson went. Comments may be related to successes, growth areas, notes on what you might do differently were you to implement this lesson again, and any other pertinent noticings you had after lesson implementation. *Note: While you may have co-planned and/or co-led the lesson with a peer, these comments should represent your own individual reflection on the lesson implementation and should be completed separately.*
- **Part 4 – Summative Reflection:** After you have completed your individual initial reflections on the lesson, you will reflect on your Morning Meeting implementation with your peers at the same grade level or your placement group. Then, you will individually compose a summative reflection (2-4 pages, double-spaced) on the lesson implementation that addresses *all* of the prompts below:

- Why do you think certain aspects of the Morning Meeting went well?
- Why do you think certain aspects of the Morning Meeting did not go as expected?
- What changes might you make the next time you lead a Morning Meeting (try to go beyond changes you would make to this lesson specifically and consider how your approach, framing, management, etc. overall might be modified)?
- What did you learn about how you interact with students at this age/grade level AND about leading and managing a large group of students?
- What are some questions or ideas you would like to explore further? (Note: It is required that you identify questions and/or ideas to explore further)

You will submit Part 1, Part 3, and Part 4 to Blackboard. The GMU lesson planning template, as well as the rubric used to evaluate this assignment, will be provided in class. This assignment is worth 15% of your final grade in the course.

### 3. PBA: Lesson Planning & Implementation Assignment (25%)

**DUE: Tuesday, March 21 (Draft) and April 18 (Final)**

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

This assignment consists of three components:

- **Part 1 – Describing Your Students:** For this part of the assignment, you will describe the context in which you will be teaching your lesson. This includes providing a:
  - a. description of **your school** and general **grade level expectations**
  - b. description of your **students’ academic needs and developmental characteristics** (be sure to identify AND connect their developmental characteristics and academic readiness to readings from across multiple courses, such as *Yardsticks* from ELED 543)
  - c. rationale for **instructional planning decisions** you made based on the information you have gathered about students in this classroom and school, identified in a) and b) above
- **Part 2 – Detailed Lesson Plan:** Based on the information you have identified in Part 1, you will design a detailed lesson plan that aligns with one or more Virginia state standards. *NOTE: It is recommended that you focus this*



*assignment on a literacy lesson that incorporates a read aloud and gradual release application of literacy skill (Blooms questioning, elicitation thinking, comprehending, predicting, story elements, etc.)* **Draft of Parts 1 & 2 due March 21**

The lesson should be written using the “GMU Lesson Planning Template” and include all of the following required components:

- Standards
  - Objectives (the KUDs)
  - Materials (be specific!!)
  - Total time and time per lesson part
  - Technology (if applicable)
  - Differentiation
  - Procedures (note: these should be scripted out):
    - Hook/Link (Opening)
    - Detailed Steps (Developmental Activities and Closing)
    - Checks for Understanding – should be incorporated throughout lesson, as well as copied and pasted into a summary list under the “Checks for Understanding” heading
  - Assessment
  - Accommodations and Modifications for students with disabilities and multilingual learners
- **Part 3 – Lesson Implementation:** After designing your detailed lesson plan, you will implement (teach) the lesson. Your implementation of the lesson should be videorecorded for reflection in Part 4.
  - **Part 4 – Two-Phased Reflection:** After implementing your lesson, you will upload a 5-10 minute sample of your videorecorded lesson to Kaltura. You will then complete two reflective activities: (1) Annotate the video in Kaltura using the comments feature, reflecting on the lesson and what you notice in your teaching in the video and (2) Write a summative reflection statement and goal-setting for future planning and instruction

The PBA will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the course; 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 them to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 25% of your final grade in the course.

#### **4. Field Investigations: Planning, Instruction, and Management Inquiry (15%)**

**DUE: Tuesday, May 2**

Teaching involves a complex interaction of intentional planning, management, and implementation. The purpose of this assignment is to scaffold you into noticing (and reflecting upon) these aspects of teaching within our field experience classroom. Across the semester, you will engage in course and field experience 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 involves three investigations, as well as a culminating synthesis of what you have learned from these investigations, to be conducted during your field experience 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, discussions, and your field work. The four components of this assignment will be:

1. **Investigation #1:** Classroom Learning Environment
2. **Investigation #2:** Elements of Lesson Planning
3. **Investigation #3:** Classroom Management
4. **Final Synthesis:** This final component of the assignment requires you to synthesize your investigations #1-3 from across the semester to reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?**

The guided exploration document for each investigation, as well the rubric used to evaluate this assignment, will be provided in class. This assignment is worth 15% of your final grade in the course.

#### **5. Classroom Management Plan (15%)**

**DUE: Tuesday, May 9**

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. Your plan should include connections to readings and discussions from across the semester, with an emphasis

on culturally responsive and anti-racist principles, and should include the following components:

- **Part 1: An overview of your management philosophy (3-4 paragraphs)**
  - Your evolving conception of your teacher identity
  - The principles you believe are most important in working with children
  - The role of culturally responsive and anti-racist principles in your management philosophy
  - How you see your identity, important principles in working with children, and role of CRT leading you to utilize key ideas from one or more of the four management models discussed in ELED 544, including your plans for proactive and reactive classroom management
- **Part 2: A schematic diagram of your classroom**
  - Include a detailed classroom map. This map should include clearly identified/labeled instructional spaces. Consider floor *and* wall spaces (i.e., don't forget to include a description of items you plan to include on the walls).
  - Provide a description of how your diagram is informed by each of the six features of classroom design.
- **Part 3: A professional Welcome to the School Year letter to families**
  - Introduce yourself and a bit about you.
  - Include your general beliefs about teaching/goals for the year.
  - Choose one grade level on which to focus and include a broad overview of key content for that grade level.
  - Close with methods for communication (i.e., newsletter, Twitter, Class Dojo, etc.) and methods for contacting you.
- **Part 4: A description of 10 anticipated procedures and routines**
  - Description should include what each will look/sound like.
  - Rationale for inclusion of each procedure or routine is included.
- **Part 5: A description of your plan for developing classroom norms, rules, community, and relationships**
  - Detail the process you will use to create classroom norms with students
  - Identify the classroom rules you will establish as a teacher
  - Describe ideas for building community within the classroom
  - Identify strategies for developing authentic relationships with students
- **Part 6: A description of your plan for addressing misbehaviors**
  - Identify multiple approaches for how you will address student misbehavior, including rationale for choosing to use those approaches with students
  - Include distinctions between minor misbehaviors, more significant/persistent misbehaviors, and serious behavioral challenges

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 15% of your final grade in the course.

### Other Requirements:

*Licensure Requirement: Praxis Subject Area Tests (10%) DUE Feb 14*

To support timely completion of licensure requirements, you are expected to upload evidence of either registration for or test scores received for each of the required Praxis Subject Area Tests. Links and supporting resources will be provided as applicable.

### Assignment Expectations

All assignments are to be completed **by 11:59 PM on the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor and may include an automatic 10% reduction on the assignment score.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class. *Please note that assignments submitted in PDF format will not be accepted.*

Assignments should be saved with your Preferred Name and Assignment Title (e.g., **Olson\_Classroom Management Plan**). All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7<sup>th</sup>) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

[http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advance notice of any modifications.*

## COURSE PERFORMANCE EVALUATION WEIGHTING

### Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
------------------------	---------------------------------------	----------------------------------	-----------------

A-L	Attendance/Participation	<u>25%</u>	Weekly
A-L	Morning Meeting Implementation	<u>15%</u>	March 7
A-L	*PBA: Lesson Planning & Implementation Assignment	<u>20%</u>	Draft: March 21 Final: April 18
A-L	Field Investigations: Planning, Instruction and Management Inquiry	<u>15%</u>	May 2
A-C	Classroom Management Plan	<u>15%</u>	May 9
n/a	Registration for Praxis Multiple Subjects	<u>10%</u>	Feb 14

\*Performance-based assessment (PBA)

### GRADING POLICIES

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	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	Denotes an unacceptable level of understanding and application of the basic elements of the course
C*	70-79	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	

*\*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 School of Education.**

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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, 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### CLASS SCHEDULE

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

Class Meeting	Topics & Learning Objectives	Readings and Major Assignments <b>(DUE BEFORE CLASS)</b>
<p>Week 1</p> <p><b>Tuesday, January 24</b></p> <p><b>4:30-7:10 pm</b> West 101</p> <p><i>Introduce Morning Meeting Implementation &amp; Reflection Assignment</i></p>	<p><b>Introduction to Management &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>• I can explore the InTASC Standards addressing management, planning, and instruction.</li> <li>• I can describe my existing beliefs about planning, instruction, and management.</li> <li>• I can identify the characteristics of effective teaching/teachers.</li> <li>• I can use teacher reflection to facilitate my professional learning.</li> <li>• I can describe strategies for building relationships with students and a positive community among learners.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Dobet &amp; Hockett (2018), Ch. 1: How do I build a family of learners? (read pp. 9-15, skim pp. 18-37)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Arends (2012), <a href="#">A perspective on effective teaching for the 21<sup>st</sup> century</a> (pp. 19-30)</li> <li>• Christopherson (2019), <a href="#">“Apprenticeship by Observation” and the role of reflection</a></li> <li>• Glossary of Education Reform (2015), <a href="#">Hidden curriculum</a></li> <li>• InTASC Standards (2013), <a href="#">Summary of Updated inTASC Core Teaching Standards</a> (pp. 8-9)</li> <li>• Responsive Classroom (2016), <a href="#">What is Morning Meeting?</a></li> </ul>

	<ul style="list-style-type: none"> <li>I can identify the elements of morning meeting and explain its role in creating a positive learning community.</li> </ul>	<ul style="list-style-type: none"> <li>Responsive Classroom (2011), <a href="#">The Power of Morning Meeting</a></li> </ul>
<p>Week 2</p> <p><b>Tuesday, January 31</b></p> <p><i>Introduce Investigations Assignment—Part 1</i></p>	<p><b>Framework for Elementary Methods &amp; Management: Building Community &amp; Knowing Your Students</b></p> <ul style="list-style-type: none"> <li>I can explore how language informs student/teacher relationships and a positive learning community.</li> <li>I can describe the developmental needs of students and draw connections to planning and management.</li> <li>I can describe the various ways in which learners are different.</li> <li>I can define culturally responsive teaching and use it as a framework for building relationships with culturally, linguistically, and economically diverse students.</li> <li>I can describe the attributes of an anti-racist educator and discuss how culture, bias, and sociopolitical contexts impact my work as a teacher.</li> <li>I can explain how my beliefs and culture impact how I build relationships with students.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Denton (2015), Introduction: Why our words matter (pp. 1-11)</li> <li>Hammond (2015), Ch. 1, Ch. 2, and Ch. 5</li> <li>Wood (2017), Read the guidelines for ages of students in your field experience placement</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>Moss Lee (2012), <a href="#">Creating an anti-racist classroom</a></li> <li>Schwartz (2019), <a href="#">How Ibram X. Kendi’s definition of antiracism applies to schools</a></li> <li>Video: Kendi (2020), <a href="#">The difference between being “not racist” and antiracist</a> (watch at least 4:25-15:15)</li> <li>Video: Simmons (2020), <a href="#">6 ways to be an antiracist educator</a></li> <li>Optional Video: Sealy-Ruiz (2018), <a href="#">The archaeology of the self</a></li> </ul>
Week 3	<b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b>	<b>Text:</b>



<p><b>Tuesday, February 7</b></p>	<ul style="list-style-type: none"> <li>• I can deconstruct the practice of building respectful relationships and identify these in practice.</li> <li>• I can describe the features of small conversations and use these as a tool for building respectful relationships.</li> <li>• I can locate, describe, and deconstruct the Virginia SOLs and associated resources from the VDOE website.</li> <li>• I can identify the phases of the instructional cycle and explain the importance of clear instructional planning.</li> <li>• I can describe the various ways in which instruction might be organized at the elementary level (units, lessons, mini-lessons).</li> <li>• I can review the curriculum for representation of multiple voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Denton (2015), Ch. 1: General Guidelines for Teacher Language (pp. 12-31)</li> <li>• Docket &amp; Hockett (2018), Introduction: Differentiation gets an upgrade (pp. 1-5)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Arends (2012), Ch. 3: Teacher planning (pp. 93-111 only)</li> <li>• InTASC Standards (2013), <a href="#">Standard #7: Planning for instruction</a> (pp. 34-37)</li> <li>• Tomlinson &amp; Moon (2013). Ch. 1: Differentiation, An overview</li> <li>• University of Michigan Teaching Works (n.d.), High-leverage practices for teaching</li> </ul>
<p>Week 4</p> <p><b>Tuesday, February 14</b></p> <p><i>Introduce Investigations Assignment—Part 2</i></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe the role of assessment in instructional planning.</li> <li>• I can identify the components of a gradual release lesson plan.</li> <li>• I can describe the importance of explicit instruction in meeting the needs of students with disabilities.</li> </ul>	<p><b>DUE: Registration for Praxis Multiple Subject Exam Recommended to Complete: Field investigation Part I</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Denton, Ch. 2 (Envisioning)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Brownell et al. (2020), Teaching students with disabilities – and all students who need a learning boost</li> <li>• Elements of a Lesson Plan (pdf)</li> <li>• Fisher &amp; Frey (2021), Ch. 1: Learning and the intentional act of teaching (pp. 1-14)</li> <li>• Tomlinson &amp; Moon (2013), Ch. 2: Assessment and differentiation – A framework for understanding</li> <li>• Video: Gradual release lesson</li> </ul>

<p>Week 5</p> <p><b>Tuesday, February 21</b></p> <p><i>Introduce PBA: Lesson Planning &amp; Implementation</i></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can explain the importance of backward design in instructional planning.</li> <li>• I can describe KUDs and their role in effective elementary lesson planning.</li> <li>• I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.</li> <li>• I can incorporate cognitive taxonomies (e.g., Bloom’s) into lesson planning.</li> <li>• I can describe key elements of think alouds/modeling.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Doubet &amp; Hockett (2018), Ch. 2: Articulating Learning Goals (read pp. 41-55, skim pp. 58-70)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Arends (2012), Ch. 3: Instructional objectives &amp; Taxonomies for selecting instructional objectives (pp. 111-118)</li> <li>• Armstrong (n.d.), <a href="#">Bloom’s Taxonomy</a></li> <li>• Hook ideas</li> <li>• Reading &amp; Video: <a href="#">Fisher &amp; Frey (2019), Don’t just think aloud – Think along</a></li> </ul>
<p>Week 6</p> <p><b>Tuesday, February 28</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can use backward design in instructional planning.</li> <li>• I can construct KUDs/SMART objectives using the Virginia SOLs as a framework.</li> <li>• I can create engaging and interactive learning experiences.</li> <li>• I can use checks for understanding to formatively assess students.</li> <li>• I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions.</li> <li>• I can describe strategies for incorporating anti-bias education into my lesson activities.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Denton (2014), Ch. 3: Open-ended questions</li> <li>• Doubet &amp; Hockett (2018), Ch. 4 (Part 1 <i>and</i> Part 2)</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• McTighe (2021), 8 quick checks for understanding</li> <li>• Himmele &amp; Himmele (2011), Ch. 4: On-the-spot TPTs</li> <li>• Kohn (2016), “Your hand’s not raised? Too bad: I’m calling on you anyway.”</li> <li>• Learning for Justice (2018), <a href="#">Critical practices for anti-bias education: Instruction</a></li> <li>• Video: Introduction to Thinking Routines</li> </ul>

<p>Week 7</p> <p><b>Tuesday, March 7</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can distinguish between differentiated instruction, accommodations, and modifications.</li> <li>• I can identify the instructional needs of students with disabilities, multilingual learners, and students identified as gifted.</li> <li>• I can identify models and strategies associated with constructivist teaching.</li> <li>• I can align the components of a constructivist lesson with the elements of a lesson plan.</li> </ul>	<p><b>DUE: Morning Meeting Implementation &amp; Reflection</b></p> <p><b>Recommended to Complete: Field Investigations Part 2</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Burden &amp; Byrd (2019), Ch. 6: Student-centered instructional strategies</li> <li>• IRIS Center (n.d.), What should teachers know about accommodations for students with disabilities?</li> <li>• IRIS Center (n.d.), Practices confused with accommodations</li> <li>• IRIS Center (n.d.), Accommodations versus modifications</li> <li>• Staehr Fenner &amp; Snyder (2017), Ch. 3: Scaffolding instructions for ELs</li> <li>• <i>Staehr Fenner &amp; Snyder (2017), Ch. 3: Scaffolding instructions for ELs</i></li> <li>•</li> </ul>
<p>Week 8</p> <p><b>Tuesday, March 14</b></p>	<p><b>NO CLASS – SPRING BREAK</b></p>	

<p>Week 9</p> <p><b>Tuesday, March 21</b></p> <p><i>Introduce Classroom Management Plan</i></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can identify the elements of a Responsive Classroom.</li> <li>• I can describe six features of classroom design.</li> <li>• I can identify critical practices of antiracism in designing classroom space and managing the learning community.</li> </ul>	<p><b>DUE: Draft of Parts 1 &amp; 2 of PBA</b></p> <p><b>Text:</b> Milner (2018), Ch 1: Landscape of Classroom Management; Ch 3: Classroom Management &amp; Effective Instruction</p> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Charney (1991), <a href="#">Introduction (pp. 3-8), Ch. 1: Intentions (pp. 9-18), and Ch. 2: (pp. 19-50)</a></li> <li>• Learning for Justice (2018), <a href="#">Critical practices for anti-bias education: Classroom culture</a></li> <li>• McKenna (2019), Uncovering the lessons of classroom furniture: You are where you sit (pp. 26-32)</li> <li>• Weinstein &amp; Romano (2019), Six Features of Classroom Design</li> <li>• Video: Responsive Classroom Overview</li> </ul>
<p>Week 10</p> <p><b>Tuesday March 28</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can identify the elements of Assertive Discipline.</li> <li>• I can identify the routines and procedures necessary to establish in order to make an elementary classroom run smoothly and effectively.</li> <li>• I can describe the steps of interactive modeling and its importance in establishing routines and procedures in classrooms.</li> </ul>	<p><b>Recommended: Teach PBA Lesson</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Charney, Ch. 3: Rules (pp. 51-64)</li> <li>• Learning for Justice (2018), <a href="#">Critical practices for anti-bias education: Classroom culture</a></li> <li>• Responsive Classroom (2015), Looking ahead to next year: The first days of school</li> <li>• Northeast Foundation for Children (2007), Proactively teaching behavior through interactive modeling (pp. 115-117)</li> <li>• Wilson (2011), For classroom order, friendliness, and calm: Try interactive modeling</li> <li>• EL Education (n.d.), Creating and using norms</li> <li>• Northeast Foundation for Children (2007), Creating rules with students</li> <li>• Drew (2019), <a href="#">11 key features of Assertive Discipline Theory</a></li> </ul>

<p>Week 11</p> <p><b>Tuesday, April 4</b></p> <p><b>SYNCHRONOUS CLASS on ZOOM-</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can describe effective small group and cooperative learning strategies.</li> <li>• I can identify the elements of PBIS.</li> <li>• I can explore the pros and cons of rewards.</li> <li>• I can describe the roles of brain breaks and mindfulness routines in managing the classroom.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Denton (2014), Ch. 4: Listening, Ch. 5: Reinforcing language</li> <li>• Milner, Ch. 4</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Brain breaks articles</li> <li>• Manning &amp; Bucher (2013), Positive Behavior Support (pp. 190-193)</li> <li>• Northeast Foundation for Children (2009), PBIS and the Responsive Classroom approach</li> <li>• Smith et al. (2015), Ch. 1: Punitive or restorative – The choice is yours</li> <li>• Videos: Brain breaks and PBIS Overview</li> </ul>
<p>Week 12</p> <p><b>Tuesday, April 11</b></p> <p><b>4:30-7:10pm West 101</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can describe strategies for addressing minor misbehaviors including logical consequences.</li> <li>• I can identify the attributes of Kounin’s management theory.</li> </ul>	<p><b>Recommended: Teach PBA Lesson</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Denton (2014), Ch. 6: Reminding language</li> <li>• Denton (2014), Ch. 7: Redirecting language</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• 1, 2, 3, Magic</li> <li>• Charney, Ch. 4: Using logical consequences (pp. 65-74)</li> <li>• Charney, Ch. 6: Time-Outs (pp. 93-110)</li> <li>• Edupedia (2018), <a href="#">What is the Kounin Model?</a></li> <li>• Seifert &amp; Sutton (2009) <a href="#">Responding to student misbehavior</a> (pp. 150-155)</li> <li>• Videos: Time Outs &amp; Rewards</li> </ul>
<p>Week 13</p> <p><b>Tuesday, April 18</b></p>	<p><b>Work Week</b></p>	<p><b>DUE: PBA Lesson Planning &amp; Implementation</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p>Week 14</p> <p><b>Tuesday, April 25</b></p> <p><b>4:30–7:10pm</b> West 101</p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide.</li> <li>• I can describe the role of trauma in understanding and responding to student behavior.</li> <li>• I can identify trauma-informed teaching strategies.</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Milner (2018), Chapter 2: Connecting Classroom Management to Cradle to Prison Pipelin</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Charney, Ch. 7: Power struggles (pp. 111-122)</li> <li>• Keels (2021), What schools need now: Relational discipline</li> <li>• Minahan (2019), Trauma-informed teaching strategies</li> <li>• Responsive Classroom (2016), Responding to defiance in the moment</li> <li>• Responsive Classroom (2012), Individual written agreements (behavior plans)</li> <li>• Weinstein et al., Managing serious and recurrent management challenges</li> </ul>
<p>Week 15</p> <p><b>Tuesday, May 2</b></p> <p><b>SYNCHRONOUS- -ZOOM</b></p>	<p><b>Frameworks for Elementary Teaching &amp; Learning: Classroom Management</b></p> <ul style="list-style-type: none"> <li>• I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide.</li> <li>• I can critique various models and approaches to classroom management/ building school culture using a culturally responsive/anti-racist, lens.</li> </ul> <p><b>Frameworks for Elementary Teaching &amp; Learning: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• I can describe the elements of effective technology use in online and F2F settings.</li> </ul> <p><b>Course Evaluations Course Wrap-Up</b></p>	<p><b>DUE: Field Investigations</b></p> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Milner (2018), Chapter 5: Classroom Management as Restorative Discipline</li> </ul> <p><b>Blackboard:</b></p> <ul style="list-style-type: none"> <li>• Barrett et al. (2017), Discipline disparities and discrimination in schools</li> <li>• Kang-Brown et al. (2013), <a href="#">A generation later: What we've learned about zero tolerance in schools</a></li> <li>• WeAreTeachers Staff (2021), <a href="#">What teachers need to know about restorative justice</a></li> <li>• SAMR Model in the Classroom</li> <li>• Seravallo (2020), Ch. 1: Foundations of teaching online</li> <li>• Video: Teaching Channel – Differentiating in math</li> <li>• Video: Davis (2013), <a href="#">Restorative justice – Resources for schools</a></li> </ul>
<p><b>Tuesday, May 9</b></p>		<p><b>DUE: Classroom Management Plan</b></p>

--	--	--