

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

ELED 401 Section 004
Classroom Management and Instructional Strategies for Diverse Learners (3 credits)
Spring 2023 (January 23 – May 17)
Mondays, 4:30pm-7:10pm
Face-to-Face (Thompson L028, Fairfax Campus)

Faculty: Dr. Holly Glaser
Office Hours: By appointment
Office Location: Thompson 1407
Cell Phone: provided in class
Email: hglaser@gmu.edu



Registration Restriction: Admission to Elementary Education program

Prerequisites:

ELED 305: Foundations of Elementary Methods and Management

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

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

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

Course Delivery Method: This course will be delivered **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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with 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/

Expectations

1. Course Week: Our course week will begin 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 5 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 students to:

- A. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to ensure an inclusive, positive learning environment (INTASC 2).
- B. Design a positive, supportive instructional environment through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal-setting, and self-motivation (INTASC 3).
- C. Explore a variety of instructional strategies and high-leverage practices, including posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines to meet the needs of diverse students (INTASC 7).
- D. Use their theoretical understanding of how children grow, develop, and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning, and assessment (INTASC 1, 7).
- E. Demonstrates knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.
- F. Create lesson plans that include a variety of engaging instructional strategies, varied resources, and materials (including media and contemporary technology), age-appropriate content, and a variety of assessment approaches (INTASC 7, 8).
- G. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).

- H. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21st century (INTASC 9).
- I. Understand the nature of teachers' work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents (INTASC 9, 10).
- J. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

PROFESSIONAL STANDARDS:

INTASC (The Interstate Teacher Assessment & Support Consortium):

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

learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REQUIRED TEXTS: *These texts will be used across multiple courses in multiple semesters and/or internship.

- *Denton, P. (2014). *The power of our words* (2nd 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.
- *Wood, C. (2017). *Yardsticks: Child and adolescent development 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, hard copy). ***All assignments subject to change due to Covid-19 changes and restrictions.**

Assignments and/or Examinations:

1. Attendance and Participation (30%)

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. Multiple late arrivals to class without notice will result in a deduction in class participation points.

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

- Graphic organizers and activities associated with weekly content

2. High Leverage Practice Application: Small Conversations Activity (15%)

DUE: Monday, February 20

As a future teacher, you must begin to practice building positive relationships with students. This can be done through listening to children, honoring their ideas and experiences, and interacting with them as learners. Small conversations done well help convey respect and care, while small conversations done poorly can negatively impact student learning and self-efficacy. The purpose of this assignment is to provide you with an opportunity to prepare for and practice a small conversation with elementary students. It involves three key tasks:

1. **Identify and prepare:** Identify two students and plan a small conversation for each. Your conversation planning should include a launch, talking turns, and a closing. A “Small Conversations Planning Template” is provided in the “Assignment Resources” section of our course Blackboard site. *Note: When planning your small conversation, be sure to use a pseudonym or initials to refer to the student – no real names should be used.*
2. **Enact and reflect:**
 - a. **Conversation #1**
 - i. **Enact the 1st conversation:** Hold the small conversation you planned with the first student. Do NOT hold the 2nd conversation yet. Before you hold this conversation, you should review your notes in the “Small Conversations Planning Template;” however, you should not bring this template to the conversation. Rather, this conversation should be held as naturally as possible.
 - ii. **Record a reflection on the 1st conversation:** As soon as possible after having the first small conversation, use the audio recording capabilities of your phone or other device to record a voice memo in which you reflect on the following prompts:
 1. How did the conversation go? What went well? What will you do differently for the next conversation?
 2. What did you learn about how you interact with students by engaging in this activity?
 - b. **Conversation #2**
 - i. **Revise, then enact the 2nd conversation:** Before you hold the conversation with the second student, revise the plan you developed in “Small Conversations Planning Template” for the second student based on what you learned from engaging in the first small conversation. Then, hold the small conversation with the second student. Again, try to make this conversation as natural as possible.
 - ii. **Record a reflection on the 2nd conversation:** As soon as possible after having the second small conversation, use the audio recording capabilities of your phone or other device to record a voice memo in which you reflect on the following prompts:
 1. How did the conversation go? What went well? What will

- you do differently when engaging in small conversations with students in the future?
2. How did the changes you made from the first conversation impact how this second conversation went?
 3. **Reflect on the experience overall:** Listen to the reflective voice memos you recorded after holding the first small conversation and the second small conversation. Compose a final written reflection of no more than 3 pages in which you discuss (1) your key takeaways from engaging in this activity and (2) your ideas for building relationships with students in the future, with explicit references to course readings and discussions (you may reference from ELED 305 and/or ELED 401).

You will submit the “Small Conversations Planning Template,” the two (2) reflective voice memos, and the final written reflection to the “Submit Assignments” section of our Blackboard site. This assignment is worth 15% of your final grade in the course.

3. Lesson Planning, Implementation, & Reflection Assignment (20%)

DUE: Monday, March 6 (*Lesson Plan Draft*) and Monday, April 17 (*Final*)

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this assignment 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: Detailed Lesson Plan**

You will design a detailed lesson plan that aligns with one or more Virginia state standards. You may utilize any instructional approach we have discussed in ELED 305 or ELED 401 (e.g., gradual release, constructivist approaches, focus lesson, etc.). The approach you choose should be a good match for the KUDs you will be teaching. **Bring Draft of Part 1 to class on March 6**

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):
 - Introductory Activities (Hook/Link)
 - Developmental Activities
 - Closing Activities

- Checks for Understanding – should be incorporated and highlighted throughout lesson
 - Assessment
 - Accommodations and Modifications (including scaffolding for multilingual learners and students with disabilities)
- **Part 2: 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 3.
- **Part 3: Summative Reflection**
After implementing your lesson, you will upload a 5-10 minute sample of your videorecorded lesson to Blackboard Kaltura. You will then write a 3-5 page summative reflection in which you discuss:
 1. What went well in terms of your (1) planning, (2) implementation, and (3) management of the lesson (and why)
 2. What did not go as expected in terms of your (1) planning, (2) implementation, and (3) management of the lesson (and why)
 3. Goals you have for yourself in terms of your (1) planning, (2) implementation, and (3) management of future lessons, including why you have identified these specific goals for yourself

This assignment 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.

Specific guidelines for this lesson, the GMU Lesson Planning Template, and the rubric used to evaluate the lesson, will be distributed in class. This assignment is worth 20% of your final grade in the course.

4. Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Test Registration (10%) **DUE: Monday, March 20**

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. This assignment is worth 10% of your final grade in the course.

5. PBA: Classroom Management Plan (25%)

DUE: Monday, May 8

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 culturally responsive teaching leading you to utilize key ideas from one or more of the four management models discussed in ELED 305, including your plans for proactive and reactive classroom management
 - *Note: This should be updated from what you submitted for ELED 305. It should incorporate additional principles and/or thinking acquired in ELED 401.*
- **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 and reflects a culturally responsive approach to 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.
 - *Your letter should integrate ideas from our family engagement readings.*
- **Part 4: A description of 8 anticipated procedures/routines**
 - Description should include what each will look/sound like and when/how it will be used.
 - Rationale for inclusion of each procedure or routine is included.
 - *Note: You are encouraged to create this as a table.*
- **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 minor and major misbehaviors**
 - Identify multiple approaches for how you will address student misbehavior, including rationale for choosing to use those approaches with students
 - Be sure to include multiple strategies for addressing minor misbehaviors, as well as multiple strategies for addressing major misbehaviors

This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment will be provided in class. This PBA is worth 25% of your final grade in the course.

Other Requirements:

Work Timeliness & Assignment Expectations

All assignments are to be submitted **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.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

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

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

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

COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Assignments</i>	<i>%</i>	<i>Due Date</i>
A-J	Attendance & Participation	30%	ongoing
A	Small Conversations	15%	February 20
A-D, F, H, J	Lesson Planning, Implementation, & Reflection Assignment	20%	Draft: March 6 Final: April 17
J	Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Test Registration	10%	March 20

A-C, E, H, J	*PBA: Classroom Management Plan	25%	May 8
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*Performance-based assessment (PBA)

GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	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	
C+	77-79	
C	73-76	
C-	70-72	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<69	

PROFESSIONAL DISPOSITIONS

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, 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.

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

TENTATIVE CLASS SCHEDULE

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

Class Meeting	Topics & Learning Objectives	Readings and Major Assignments (DUE BEFORE CLASS)
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Monday, January 23</p> <p style="text-align: center;">4:30pm – 7:10pm Thompson L028</p>	<p>Setting the Stage for a Differentiated Classroom</p> <ul style="list-style-type: none"> • I can describe the elements of differentiated instruction. • I can identify high-leverage practices I need to develop as a teacher. <p><i>Assignment Intro: Meeting Licensure Requirements: Praxis Elementary Education Multiple Subjects Registration</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • Wood (2017), Getting the most out of <i>Yardsticks</i> (pp. 21-27) AND read the guidelines for ages of students in your field experience placement <p>Blackboard:</p> <ul style="list-style-type: none"> • Tomlinson & Moon (2013), Ch. 1: Differentiation, An overview • University of Michigan Teaching Works (n.d.), High-leverage practices for teaching • Center for Research, Diversity, and Excellence, University of California (n.d.), Five standards of effective pedagogy
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Monday, January 30</p> <p style="text-align: center;">4:30pm – 7:10pm Thompson L028</p>	<p>Becoming a Culturally Responsive Practitioner</p> <ul style="list-style-type: none"> • I can describe strategies for developing meaningful relationships with students from culturally, linguistically, and socioeconomically diverse backgrounds. • I can identify culturally responsive practices for teaching and managing an elementary classroom. <p><i>Assignment Intro: Small Conversations</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner <p>Blackboard:</p> <ul style="list-style-type: none"> • Adilow (2019), Name (pp. 21-22) • Christensen (n.d.), To say the name is to begin the story • Muhammad (2020), Ways to understand and teach identity (pp. 71-77) • Learning for Justice (2020), Social Justice Standards Anti-Bias Framework (pp. 3-7) • Video: Edutopia (2022), Education buzzwords defined: What is culturally responsive teaching?

<p>Week 3</p> <p>Monday, February 6</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Instructional Planning: Revisiting Gradual Release & Introduction to Explicit Instruction</p> <ul style="list-style-type: none"> • I can make connections between the components of a gradual release lesson and explicit instruction. • I can make connections between the components of a gradual release lesson and culturally responsive, macro-level instructional strategies. • I can describe the importance of explicit instruction in meeting the needs of students with disabilities. 	<p>Text:</p> <ul style="list-style-type: none"> • Hammond (2015), Ch. 8: Information processing to build intellectual capacity (pp. 128-138 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • Archer & Hughes (2011), Ch. 2: Designing lessons – Skills and strategies (pp. 29-34, 37-40, 44-46) • Brownell et al. (2020), Teaching students with disabilities – and all students who need a learning boost • Video: Introduction to Thinking Routines
<p>Week 4</p> <p>Monday, February 13</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Instructional Planning: Constructivist Approaches to Teaching and Learning</p> <ul style="list-style-type: none"> • I can identify strategies associated with constructivist approaches to lesson planning. • I can design a lesson using a constructivist approach. • I can scaffold instruction for multilingual learners. <p><i>Assignment Intro: Lesson Planning, Implementation, & Reflection Assignment</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Burden & Byrd (2018), Ch. 6: Student-centered instructional strategies • Staehr Fenner & Snyder (2017), Ch. 3: Scaffolding instructions for Els (pp. 59-69) • Video: Concept attainment
<p>Week 5</p> <p>Monday, February 20</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Instructional Planning: Focus Lessons & the Role of Assessment in Instructional Planning</p> <ul style="list-style-type: none"> • I can describe the purpose and attributes of a focus/mini-lesson. • I can design an effective think-aloud. • I can connect assessment to differentiating instruction. 	<p>DUE: Small Conversations</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Calkins (2015), ELA mini-lessons • Tomlinson & Moon (2013), Ch. 2: Assessment and differentiation – A framework for understanding • Video: Kindergarten focus lesson

<p>Week 6</p> <p>Monday, February 27</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Instructional Planning: Questioning Strategies & Designing Interactive Learning Experiences</p> <ul style="list-style-type: none"> • I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions. • I can design lessons with interactive and engaging learning experiences. 	<p>Text:</p> <ul style="list-style-type: none"> • Denton (2014), Ch. 3: Open-ended questions • Doubet & Hockett, Ch. 4 (<i>read</i> Part 1, <i>skim</i> Part 2) <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A
<p>Week 7</p> <p>Monday, March 6</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management & Instructional Planning: Managing & Leading Discussions</p> <ul style="list-style-type: none"> • I can design culturally responsive whole and small group discussions. • I can apply the five core academic conversations skills in designing a classroom discussion. 	<p>DUE BEFORE CLASS: Lesson Plan Draft</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Staehr Fenner & Snyder (2015), Using pair and group work to develop ELLs’ oral language skills • Zwiers (2019), Ch. 1: Academic conversations • Video: Socratic Seminar for critical thinking (and questioning)
<p>Week 8</p> <p>Monday, March 13</p>	<p>NO CLASS – SPRING BREAK</p>	
<p>Week 9</p> <p>Monday, March 20</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management & Instructional Planning: Implementing Small Group Work & Cooperative Learning Activities</p> <ul style="list-style-type: none"> • I can design and manage small group work effectively. • I can design and implement cooperative learning structures in whole group and small group settings. <p><i>Assignment Intro: Classroom Management Plan (PBA)</i></p>	<p>DUE: Meeting Licensure Requirements: Praxis Registration</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • University of Michigan Teaching Works (n.d.) <ul style="list-style-type: none"> ○ Setting up and managing small group work ○ Planning for small group work ○ Giving directions for small group work • Gonzalez (2020), Making cooperative learning work better • Kagan strategies • Video: Cooperative learning

<p>Week 10</p> <p>Monday, March 27</p> <p>Asynchronous Online (see Blackboard)</p>	<p>Teacher Language: Reinforcing, Reminding, Redirecting</p> <ul style="list-style-type: none"> I can identify and use reminding, reinforcing, and redirecting language. I can connect teacher language to classroom management. <p>Management: Designing Classroom Space for Inclusive Teaching & Learning</p> <ul style="list-style-type: none"> I can apply the six features of classroom design to a classroom map. 	<p>Text:</p> <ul style="list-style-type: none"> Denton (2014), Ch. 5: Reinforcing language Denton (2014), Ch. 6: Reminding language Denton (2014), Ch. 7: Redirecting language <p>Blackboard:</p> <ul style="list-style-type: none"> <i>Review</i> Romano & Weinstein (2019), Ch. 2: Designing physical environments (Six Features of Classroom Design) Fisher & Frey (2022), Tending to learning environments (article + video) McKenna (2010), You are where you sit: Uncovering the lessons of classroom furniture
<p>Week 11</p> <p>Monday, April 3</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management: Revisiting Strategies for Proactive & Reactive Classroom Management</p> <ul style="list-style-type: none"> I can identify the differences between rules and norms. I can describe strategies for creating norms with students. I can describe how to implement logical consequences. I can identify strategies for proactively and reactively managing student behavior. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Charney, Ch. 3: Rules (pp. 51-64) Charney, Ch. 4: Using logical consequences (pp. 65-74) <i>Review from ELED 305:</i> Learning for justice (n.d.), Critical practices for anti-bias education: Classroom culture EL Education (n.d.), Creating and using norms Northeast Foundation for Children (2007), Creating rules with students
<p>Week 12</p> <p>Monday, April 10</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management: Establishing Procedures & Routines</p> <ul style="list-style-type: none"> I can identify the routines and procedures necessary to make an elementary classroom run smoothly and effectively. I can describe the steps of interactive modeling and its importance in establishing routines and procedures in classrooms. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Responsive Classroom (2015), Looking ahead to next year: The first days of school Northeast Foundation for Children (2007), Proactively teaching behavior through interactive modeling (pp. 115-117) Wilson (2011), For classroom order, friendliness, and calm: Try interactive modeling <i>Review from ELED 305:</i> Charney, Chapter 2 Videos: Interactive modeling

<p>Week 13</p> <p>Monday, April 17</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management: Addressing Minor & Major Student Misbehavior</p> <ul style="list-style-type: none"> • I can describe strategies for addressing minor student misbehavior. • I can describe strategies for addressing chronic and/or major student misbehavior. 	<p>DUE: Lesson Planning, Implementation, & Reflection Assignment</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Charney, Ch. 7: Power struggles (pp. 111-122) • Responsive Classroom (2016), Responding to defiance in the moment • Responsive Classroom (2012), Individual written agreements • Weinstein et al., Managing serious and recurrent management challenges
<p>Week 14</p> <p>Monday, April 24</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Management: Reflecting on Classroom Management Practices & Strategies</p> <ul style="list-style-type: none"> • I can explore the pros and cons of rewards. • I can evaluate various strategies for addressing minor misbehaviors. • I can describe principles of culturally responsive classroom management. 	<p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Cave (2017), 5 ways to reward students the right way • Keels (2021), What schools need now: Relational discipline • Souers & Hall (2016), Names, Labels, and the Need for Control • Souers & Hall (2016), Grace
<p>Week 15</p> <p>Monday, May 1</p> <p>4:30pm – 7:10pm Thompson L028</p>	<p>Building Community with Families</p> <ul style="list-style-type: none"> • I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds. <p>Course Evaluations Course Wrap-Up</p>	<p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • Learning for Justice (n.d.), Critical practices for anti-bias education: Family & community engagement • Dugan (2022), Co-constructing family engagement
<p>Monday, May 8</p>	<p>NO CLASS</p>	<p>DUE: Classroom Management Plan (PBA)</p>