

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

ELED 543-D01: Children, Family, Culture and Schools, Ages 4-12  
3 Credits, Summer 2023 (May 22 – July 28)  
Tuesdays – 4:30 pm – 8:30 pm (Synchronous)  
TBD – Other Asynchronous Requirements

**Professor:** Dr. Elizabeth (Betsy) Levine Brown  
**Office Hours:** By appointment  
**Office Location:** Thompson 1804  
**Office Phone:** (703)-993-5345\* (\*use cell number provided in class)  
**Email:** [ebrown11@gmu.edu](mailto:ebrown11@gmu.edu)

### CATALOG COURSE DESCRIPTION

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- A. **Prerequisites:** Admission to Elementary Education licensure program
- B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children’s developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
- C. **Expanded Course Description:** N/A
- D. **Field Hours:** This course requires 15 hours of field observation. **\*THIS WILL BE COMPLETED AS VIDEO OBSERVATIONS FOR SUMMER 2023.**

### LEARNING OUTCOMES

This course is designed to enable students to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children’s growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. understanding of current research on the brain, its role in learning, and implications for instruction
5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. identify and discuss teacher’s role in working with families in culturally diverse communities and fostering their engagement in their child’s education.

## STANDARDS

### PROFESSIONAL STANDARDS:

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

#### InTASC Standards

**Standard 1:** 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:** 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 10:** 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.

## NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in synchronous online class sessions as well as several group and asynchronous activities. We will use Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see “Class Schedule” for details). Class 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 below. The course requires 15 hours of field experience.

This course uses Blackboard (**also denoted as Bb**) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Participation in an online class session requires your undivided attention.

#### Technical Requirements

To participate in this course, students will need to satisfy the following 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**. In addition, students must log in for all scheduled online synchronous meetings.
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.

## COURSE TEXT

**Required Texts \*These texts will be used across multiple courses in multiple semesters and/or internship.**

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

McDevitt, T. & Ormrod, J. (2020). *Child development and education*. (7<sup>th</sup>ed.). Pearson.

### **Recommended Texts**

\*Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4<sup>th</sup> ed.). Turners Fall, MA: Center for Responsive Schools, Inc.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

## COURSE ASSIGNMENTS & EVALUATIONS

### 1. Assignment Descriptions

*Weekly*

#### **a. Attendance and Participation (25 points total)**

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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or 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** each week.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration,

consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

### **b. Literature Circle Activities (30 points total)**

There is a good deal of reading in this course, and it is your responsibility to read the assigned chapter and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings and apply the readings to classroom activities. We will also use these opportunities to see connections from your readings ACROSS courses. Literature circles can be considered “book clubs.”

There are two group projects that you will complete in your literature circles. These projects connect your course readings to the knowledge, interpretation and application required of future educators. The first activity is a home visit activity and the second is a community mapping activity. Each activity is worth 15 points for a total of 30 points. Details about each assignment will be provided in class.

### **c. Observation Journals (20 points total)**

You will complete observation journals to synthesize the course readings and observations made and critically reflect on how those literature/observation connections inform future teaching practice. Just completing the readings and observing in isolated actions is not enough to maximize your learning opportunities. Therefore, we will use observation journals to analyze and reflect on how your observation inquiries connect to evidence-based research and apply to developmentally appropriate practice.

A template for the observation journals will be provided in class. Note that each journal will require specific look-fors, provided in class, constituting both what you *see* and what you *hear* related to the journal’s topics. Additional details (i.e., look-fors) and the rubric used to evaluate this assignment will be provided in class. Each of the observation journals are worth 10 points for a total of 20 points of your final grade.

*Over the Semester*

### **e. Applied Developmental Scenario (25 points total)**

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to **ONE of the three** applied developmental scenarios (which will be provided in class). *As you review and explain aspects of each scenario you should consider the following as a part of each paragraph’s discussion.*

- **Part 1: Highlighting** the ecological and developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for the students in the case and what is important for the educator to consider?
- **Part 2: Integrating and analyzing** the course readings to explain the relevance of the ecological and developmental capacities noted in the scenario. [*Keep in mind*

*there are MANY ecological or developmental considerations within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.] To show your knowledge and understanding of the course readings across the semester and how they apply to your work, you should use MULTIPLE course readings to explain the ecological and developmental capacities you noted in Part 1.*

- **Part 3: Reflecting** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for the students in the scenario or the scenario's classroom. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment, you are going to be asked to complete a template noting how you are considering and/or addressing all course content within the scenario. Moreover, you will want to use the resources provided in class (e.g., observation journals, debriefing conversations, mentor teacher dialogues, community mapping presentation materials, literature circles) as useful guides to thinking about the scenario.

You will complete your response to the one scenario you choose in 5-6 double-spaced pages. Remember to approach the scenario as if you are the teacher and to highlight the research that supports your approaches to addressing the scenario. Then explain the relevance of the research/observation connection and the utilization of this information for a future teacher.

The scenarios and rubric used to evaluate this assignment will be provided in class. This assignment is worth 25% of your final grade in the course. Include your completed template with your response (in one document) and please upload your response to Blackboard.

## 2. Assignment Expectations, Points and Grading

### Assignment Expectations

All assignments are to be submitted by **5:00 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 Last Name and Assignment Title (e.g., **Brown Applied Developmental Scenario**). 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](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 advanced notice of any modifications.

### Assignment Points and Due Dates

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5	Attendance and Participation	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circle Activities	30 points	Literature Circle Activity 1: Community Mapping – June 11 by 5pm  Literature Circle Activity 2: Home Visit – July 2 by 5pm
1, 2, 5	Observation Journals	20 points	#1: June 4 by 5pm #2: June 25 by 5pm
1, 2, 3, 4, 5	Applied Developmental Scenario	25 points	July 12 by 5pm
		100 points	

### Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course. Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education*

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>.

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

## 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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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*

- Questions or concerns regarding use of Blackboard, change the link to: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

#### **EMERGENCY PROCEDURES**

You are encouraged to sign up for emergency alerts by visiting the website <http://alert.gmu.edu>. Further information about emergency procedures exists on [emergency.gmu.edu](http://emergency.gmu.edu).

## CLASS SCHEDULE

Note: Calendar is tentative and may be modified in line with course needs.

WEEK 1 (May 23 – May 28)			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
<b>Week 1</b> <b>Tuesday, May 23</b> <b>Part 1</b> <span style="background-color: green; color: black;">Asynchronous</span>	Getting ready for class! <ul style="list-style-type: none"> <li>Review syllabus</li> <li>Review Blackboard site</li> <li>Complete Student Information form</li> <li>Complete readings for class</li> </ul>	<p style="text-align: center;"><b>Text:</b></p> Hammond (2015), Ch. 1: Climbing out of the gap – Supporting dependent learners to become independent thinkers  McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 1-16 only)  <p style="text-align: center;"><b>Reading Uploaded to Blackboard</b></p> Wheatley (2002), Willing to Be Disturbed  Observation, Recording and Reporting Children’s Development – chapter 5	Assigned reading emailed  Syllabus Review  Blackboard Site Review  Student Information Form  Complete Name Card on Google Slide (will be provided when Blackboard site is open under Week 1 of work)
<b>Week 1</b> <b>Tuesday, May 23</b> <b>Part 2</b> <span style="background-color: yellow;">GMU ZOOM</span> <span style="background-color: yellow;">(start @ 5:00 pm)</span>	Getting to know each other!  How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children?  How do we engage in developmental observations?		
<b>Week 1</b> <b>Part 3</b> <span style="background-color: green; color: black;">Asynchronous</span>	Online modules for APA, Honor Code and Child Abuse  Read and review Applied Developmental Scenarios – start work on ADS template	<p style="text-align: center;"><b>Text:</b></p> McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 21-22 only)	Online modules for APA and Honor Code (no quizzes)  CARI Training (upload certificate and print/save for your records)
<b>Sunday, May 28</b>			<b>Literature Circle Working Agreements due by 5:00pm</b>

			<b>Begin work on Observation 1</b> (complete with literature circle – focus on ecological systems theory, MTSS incorporation, Tier 1 supports represented & trauma) – this week just video some videos
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<b>WEEK 2 (May 29 – June 4)</b>			
<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week 2</b> <b>Tuesday, May 30</b> <b>Part 1</b> <b>GMU ZOOM</b>	Why is the ecological model of development relevant for schools, teaching and student learning?	<p style="text-align: center;"><b>Text:</b></p> Hammond (2015), Ch. 2: What’s culture got to do with it? – Understanding the deep roots of culture <p style="text-align: center;"><b>Reading Uploaded to Blackboard</b></p> Bronfenbrenner (1994) – read directions posted to know what sections of the article to read (skip section 4) <p style="text-align: center;">A closer look at the Ecological Model graphic</p> <p style="text-align: center;">Ecological Model Handout</p>	
<b>Week 2</b> <b>Tuesday, May 30</b> <b>Part 2</b> <b>GMU ZOOM</b>	How are multi-tiered system supports ecologically situated within elementary schools? How are those MTSS supports informing child development?	<b>Reading Uploaded to Blackboard</b>	
<b>Week 2</b> <b>Part 3</b> <b>Asynchronous</b>	How does your knowledge of development apply to working with children who experience trauma?	<p style="text-align: center;"><b>Readings Uploaded to Blackboard</b></p> Helping Students in an age of Terrorism <p style="text-align: center;">Helping Elementary Age Children Cope            Post-traumatic stress disorder in Children:            What Elem Teachers Should Know</p> <p style="text-align: center;">NPR: To head off traumas legacy: Start young</p>	Discussion Post
<b>Week 2</b> <b>Part 4</b> <b>Asynchronous</b>	Work on Observation Journal #1 (focus on ecological systems theory, MTSS incorporation,		

	<p>Tier 1 supports represented &amp; trauma)</p> <p>Literature Circle Activity 1: Community Mapping</p> <p>Work on Applied Developmental Scenario template</p>		
<b>Sunday, June 4</b>			<p><b>Observation Journal #1 due</b> (complete with literature circle – focus on ecological systems theory, MTSS incorporation, Tier 1 supports represented &amp; trauma) by 5pm</p> <p><b>Work on Literature Circle Activity 1: Community Mapping</b></p>

<b>WEEK 3 (June 5 – June 11)</b>			
<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week 3</b> <b>Tuesday, June 6</b> <b>Part 1</b> <b>GMU ZOOM</b>	How does social, emotional and moral concepts (or affective development) influence children’s engagement and learning in the classroom?	<p style="text-align: center;"><b>Text</b></p> McDevitt & Ormrod (2020), Ch. 11: Emotional development  McDevitt & Ormrod (2020), Ch. 12: Self and social understandings  McDevitt & Ormrod (2020), Ch. 14: Moral development  <p style="text-align: center;"><b>Readings Uploaded to Blackboard</b></p> Video: What is the CASEL framework?  CASEL’s interactive wheel  Positivity Project resources	
<b>Week 3</b> <b>Tuesday, June 6</b> <b>Part 2</b> <b>GMU ZOOM</b>	What is culture? How may our personal biases of culture influence our teaching?	<p style="text-align: center;"><b>Text</b></p> Hammond (2015), Ch. 4: Preparing to become a culturally responsive practitioner  McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 63-74 only)  Wood (2017), Getting the most out of Yardsticks (pp. 21-27) <i>and</i> read the guidelines for ages of students in your ADS scenario  <p style="text-align: center;"><b>Readings Uploaded to Blackboard</b></p> Gay (2013) Teaching to and through diversity (pp. 54-56 only)  Ladson-Billings (1995), But that’s just good teaching! The case for culturally relevant pedagogy	
<b>Week 3</b> <b>Tuesday, June 6</b> <b>Part 3</b> <b>Asynchronous</b>	How does the brain influence physical development and learning?	<p style="text-align: center;"><b>Text</b></p> Hammond (2015), Ch. 3: This is your brain on culture – Understanding how culture programs the brain	

		<p>McDevitt &amp; Ormrod (2020), Ch. 5: Physical Development (pp. 149-170 and 175-179 only)</p> <p><b>Readings Uploaded to Blackboard</b></p> <p>JIGSAW:</p> <p>Jensen (2005), Ch. 2: Preparing the brain for school  Jensen (2005), Ch. 4: Movement and learning  Jensen (2005), Ch. 6: Physical environments</p>	
<p><b>Week 3</b>  <b>Part 4</b>  <i>Asynchronous</i></p>	<p>Literature Circle Activity 1:  Community Mapping –  Conferences with Betsy</p> <ul style="list-style-type: none"> <li>• Bring draft</li> </ul> <p>Work on Applied  Developmental Scenario  template</p>		
<p><b>Sunday, June 11</b></p>			<p><b>Literature Circle Activity 1  (Community Mapping)  due by 5 pm</b></p>

WEEK 4 (June 12 – June 18)			
Date	Guiding Questions/Topics	Readings Due	Assignments Due
<p><b>Week 4</b>  <b>Tuesday, June 13</b>  <b>Part 1</b>  <b>GMU ZOOM</b></p>	<p>Who are our home-school partners?</p> <p>What does it mean to engage families?</p>	<p><b>Text:</b>            OPTIONAL: McDevitt &amp; Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 82-107 only)</p> <p><b>Reading Uploaded to Blackboard</b>            Family Engagement and the Responsive Educator</p> <p>Teacher as Family Communication Facilitator</p> <p><b>JIGSAW:</b> Halgunseth et al. (2009) Family engagement, diverse families, and early childhood education programs: An integrated review of the literature</p>	
<p><b>Week 4</b>  <b>Tuesday, June 13</b>  <b>Part 2</b>  <b>GMU ZOOM</b></p>	<p>What theories of cognitive development influence how we teach elementary students?</p> <p>How can a teacher create a “brain-friendly” classroom?</p>	<p><b>Text</b>            Hammond (2015), Ch. 8: Information processing to build intellectual capacity – Growing brain power through elaboration</p> <p>McDevitt &amp; Ormrod (2020), Ch. 6: Cognitive development – Piaget and Vygotsky</p>	Discussion Post
<p><b>Week 4</b>  <b>Part 3</b>  <b>Asynchronous</b></p>	<p>Work on Observation Journal #2 (focus on physical development, cognitive development, culture/diversity/equity influences, etc)</p> <p>Work on Literature Circle Activity 2: Home Visit</p> <p>Work on Applied Developmental Scenario template</p>	<p><b>Readings Uploaded to Blackboard</b>            OPTIONAL: Faber (2015), Connecting with students and families through home visits</p> <p>McKnight et al. (2017), Mindset shifts and parent teacher home visits (read Executive Summary, pp. vii-x AND report on pp. 1-40)</p>	

<b>Sunday, June 18</b>			Work on Literature Circle Activity 2: Home Visit
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<b>WEEK 5 (June 19 – June 25)</b>			
<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week 5</b> <b>Tuesday, June 19</b> <b>Part 1</b> <b>GMU ZOOM</b>	How will you motivate students?  What impact does teacher and student mindset have on developing student potential?	<p style="text-align: center;"><b>Text</b></p> Hammond (2015), Ch. 7: Shifting academic mindset in the learning partnership  McDevitt & Ormrod (2020), Ch. 13: Self-regulation and motivation  <p style="text-align: center;"><b>Readings Uploaded to Blackboard</b></p> Dweck (2015), Carol Dweck revisits “growth mindset”  Videos: 5-minute film festival – 5 videos to explore growth mindset	
<b>Week 5</b> <b>Tuesday, June 19</b> <b>Part 2</b> <b>GMU ZOOM</b>	How can teachers create trauma-sensitive classrooms?	<p style="text-align: center;"><b>Readings Uploaded to Blackboard (Assigned by Literature Circle)</b></p> Gorski (2020), How trauma-informed are we, really?  Keels (2020), Building racial equity through trauma-responsive discipline  Minahan (2019), Trauma-informed teaching strategies  Souers & Hall (2016), Names, Labels, and the Need for Control  Souers & Hall (2016), Grace  Zacarian et al. (2020), Meeting student trauma with an asset-based approach	

<p><b>Week 5 Part 3</b> <i>Asynchronous</i></p>	<p>What is reflection?</p>	<p><b>Text</b> Wood (2017), Read the guidelines for ages of students in your field experience placement</p> <p><b>Readings Uploaded to Blackboard</b> Rodgers (2002), Defining reflection: Another look at John Dewey and reflective thinking</p>	<p>Discussion Post</p>
<p><b>Week 5 Part 4</b> <i>Asynchronous</i></p>	<p>Work on Observation Journal #2 (focus on physical development, cognitive development, culture/diversity/equity influences, etc)</p> <p>Literature Circle Activity 2: Home Visit – Conferences with Betsy</p> <ul style="list-style-type: none"> <li>• Bring draft</li> </ul> <p>Work on Applied Developmental Scenario template</p>		
<p><b>Sunday, June 25</b></p>			<p><b>Observation Journal #2 due</b> (complete with literature circle – focus on physical development, cognitive development, culture/diversity/equity influences, etc) by 5pm</p>

<b>WEEK 6 (June 26 – July 2)</b>			
<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week 6</b> <b>Tuesday, June 27</b> <b>Part 1</b> <b>GMU ZOOM</b>	Review & Revisit Core Class Takaways  Work on Applied Developmental Scenarios template & outline	Applied Developmental Scenario template	
<b>Week 6</b> <b>Tuesday, June 27</b> <b>Part 2</b> <b>Asynchronous</b>	What do elementary teachers need to know to support students with mental health needs?	Online Modules <b>YOU CAN WORK AHEAD ON THESE!</b>	<b>School Mental Health Module Certificates</b>
<b>Week 6</b> <b>Part 3</b> <b>Asynchronous</b>	Work on Literature Circle Activity 2  Work on Applied Developmental Scenario template & draft		
<b>Sunday, July 2</b>			<b>Literature Circle Activity 2 (Home Visit) due by 5pm</b>

<b>WEEKS 7 -10 (July 3– July 28)</b>			
<b>Date</b>	<b><u>Guiding Questions/Topics</u></b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week 7</b> <b>Wednesday,</b> <b>July 5 –</b> <b>Thursday, July</b> <b>6</b> <b>Asynchronous</b>	Work on Applied Developmental Scenario assignment  Conferences with Betsy – across the week	All Course Readings	<b>ADS Template</b>  <b>ADS /Outline</b>
<b>Week 8</b> <b>Tuesday, July</b> <b>12</b> <b>Asynchronous</b>	<b>Applied Developmental Scenarios due by 5:00pm</b>		
<b>Week 9</b> <b>Tuesday, July</b> <b>19</b> <b>Asynchronous</b>	<b>Revisions &amp; Reviews returned</b>		
<b>Week 10</b> <b>Tuesday, July</b> <b>25</b> <b>Asynchronous</b>	<b>Revisions submitted by 5:00pm</b>  <b>Course Evaluations</b>  <b>Course Wrap-Up</b>		