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

ELED 543 Section 005- Children, Family, Culture, and Schools, ages 4-12
3 credits, Fall 2023 (August 21 – December 4)
Tuesdays, 4:30pm-7:10pm
Thompson Hall L028, Fairfax Campus

Name: Dr. Tracey Carney
Office Hours: By appointment
Office Location: Thompson 1800
Cell Phone: given in class
Email: tcarney4@gmu.edu

Recommended Prerequisite: Admission to Elementary Education licensure program

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.

Course Overview: N/A

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 hybrid format** using **face-to-face, as well as synchronous and asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (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.

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.

This course will be delivered using multiple instructional strategies and formats, including face-to-face, synchronous, and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussions, 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.

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. <u>Course Week:</u> Our course week will end on the day that our class meetings take place as indicated on the "Class Schedule."
2. <u>Log-in Frequency:</u> 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. <u>Participation:</u> 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. <u>Technical Competence:</u> 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. <u>Technical Issues:</u> 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. <u>Workload:</u> 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:

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. understand current research on the brain, its role in learning, and implications for instruction

5. examine interaction of children with individual differences – 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

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 #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.

*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* (7th ed.). Pearson.

*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, hard copy).

Assignments and/or Examinations:

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

   It is expected that you attend all face-to-face, synchronous, and asynchronous online meetings outlined within the syllabus. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. **After three absences, students will not be able to earn a passing grade and must retake the course.**

Success in this course is predicated on being an active and engaged participant in *all course activities*, in the service of one another, yourself, and your future students. Your full participation includes active engagement in aspects of the course that take place between, during, and immediately following our meetings, and include:

1. Between-Class Tasks: Asynchronous activities to be completed between classes. These activities can be found in the "Class Materials" Blackboard folder posted each week, and include readings, watching videos, journaling, meeting with group members to work on projects, etc. These tasks are to be completed by 9:00 am on the day of our class (Tuesdays) unless otherwise indicated.
2. During-Class Participation: being fully present* (in both senses of the word), attending class from beginning to end, fully engaging with your classmates in the discussions and activities, and contributing to any processes and final products created.
3. After-Class Tasks: At the end of each class, two items are to be completed (by 11:59 pm 48 hours (Thursdays, after class):
   1. A reflection on the class activities and/or content in the form of a response to a provided prompt: a written exit ticket (serves as a formative assessment for the instructor and an opportunity for you to concretize your learning)
   2. Documentation and reflection on your participation (a structured format for this will be provided)

Your final participation grade will be developed based on an accumulation of weekly participation points grounded in the above three areas, generally 2.5 points for each of the three areas per week.

2. Observation Journals (20%)
DUE: #1: October 31 #2: November 21

As you begin your professional journey as a teacher, you will be tasked with completing many readings and assignments intended to advance your professional learning. Simultaneously, you will be engaged in observing and interacting with students and educators within an elementary classroom setting. The purpose of this assignment is to help you explicitly connect those two activities – your coursework to your observations – and critically reflect on how those connections inform your future teaching practice.

Thus, for this assignment, you will complete two observation journals, each with a different focus, that specifically address targeted aspects of our course readings. The

observation journals will be a source for dialogue in the course around how evidence-based practices might be implemented in the classroom. Below you will find a list of topics for the two observation journals, as well as their respective due dates.

Journal #1: Ecological systems, culture, & cognitive development (due October 31st)
Journal #2: Physical development & affective development (due Nov 21st)

A template for the observation journals is available in Assignment Resources on Blackboard. Note that each journal will require specific look-fors, also noted in Assignment Resources, constituting both what you *see* and what you *hear* related to the journal's topics.

The full details and the rubric used to evaluate this assignment will be provided in class. Each of the two observation journals are worth 10% each, for a total of 20% of your final grade in the course.

3. **Planning a Home Visit (10%)**
   DUE: October 17

Home visits serve as a useful and informative mechanism to partner with your students' families to support their child's development and learning. Furthermore, they provide a window into the sociocultural factors impacting your students – aspects that may go unseen or overlooked in the classroom. Although you won't be able to conduct a home visit during this course, you can think about how you might prepare for one when you enter the classroom.

For this assignment, you will consider an elementary student you know and plan a mock home visit. You will brainstorm questions you might ask the family, using research and course literature to support your responses. This assignment will consist of five tasks, which have been identified below:

<u>**Home Visit Planning**</u>
- **Part 1: Select family & engage in reflection on your related implicit biases.** Include responses to the following:
  - Describe the student and their family.
  - Explain the ways you think the student's family or families' culture is different from your own.
  - Describe what you have observed about how society views the student and the culture of their family.
  - Make an honest attempt to identify and describe any assumptions you had about this family when you first met them and/or the student.
  - Discuss how your assumptions have or have not changed at this point of the school year, including why.

- **Part 2: Consider how you would introduce yourself.** Include responses to the following:

- Consider how you will initiate contact with the family regarding the home visit. Include the specific words you would use and the means by which you would communicate your desire to engage in a home visit.
- Identify what might be common ground between you and the student's family (e.g., gender, work, education, experiences, etc.) as these help with initial introductions.
- Describe how you imagine the home visit will go as you respond to the following prompts through a culturally responsive lens:
  - How will you greet the family? What will you say and do?
  - What considerations should you keep in mind when entering the home, and why?
  - How will you introduce yourself to the family? What will you say?
  - What cues, both verbal and nonverbal, will you attend to during the conversation?
  - What will the flow of the conversation look like? How will you incorporate opportunities for the family to ask questions of you?

- **Part 3: Plan questions to assist you in learning about the child:** Develop a set of questions that you will use to help you learn more about the child in terms of their likes, dislikes, interests, and experiences. Consider how you might phrase these questions so that the student is also included in this conversation (in other words, you are not simply talking *about* them).

- **Part 4: Plan questions to assist you in learning about the family:** Develop a set of questions to ask during the home visit to begin to understand the family's goals for themselves as well as their child. These questions should also help you begin to learn more about the family's everyday experiences, as well as prior experiences that might give you insight as you begin to develop this partnership with them. Consider the following:
  - How did this family come to be in this place where you have met them (remember – it might not be their home and could be a community setting)?
  - What do you need to understand about their culture in order to understand them?
  - What is their perspective on their child or children?

Reflection on Planning a Home Visit
- **Part 5: Write a "Research and Reflection Memo."** After completing Parts 1-4 of the assignment, write a 2–3-page memo that addresses **all** of the following questions:
  - How did course readings and discussions inform your responses to the Part 1 planning prompts? Be specific.
  - How did course readings and discussions inform your responses to the Part 2 planning prompts? Be specific.
  - How did course readings and discussions inform your responses to the Part 3 planning prompts? Be specific.

o   How did course readings and discussions inform your responses to the Part 4 planning prompts? Be specific.
o   What did you learn from completing this activity?

Remember, there are no "right" answers, but rather evidence-based practice, which is crucial in understanding *why* and *how* home visits support family engagement, child development, and student learning in your classroom.

Your responses to all five tasks, Parts 1-5, should be written in narrative (paragraph) form. The rubric used to evaluate this assignment will be provided in class. This assignment is worth 10% of your final grade in the course.

4.   **PBA: Community Mapping Activity (30%)**
     DUE: Tuesday, September 26, November 7, and November 28

Effective teachers recognize the myriad ecological factors that influence their students' daily lives. The purpose of this assignment is to better familiarize you with Bronfenbrenner's Ecological Model and its utility in deepening your understanding of students in your classroom. To that end, you will complete a community mapping activity in small groups.

As a group, you will first choose **one** elementary school on which to focus; this school can be your field placement site, a personal elementary school, a school where you substitute, volunteer or work, or a new elementary school in the local Northern Virginia area. Once you have chosen the one elementary school you will be focusing on as a group, you will begin to examine the school community through the lens of the ecological model (Parts 1 and 2). Finally, your group will present what you have learned about your school through this examination (Part 3).

Part 1: Planning (due September 26)
*   **Write Ecological Questions.** You will develop questions related to each of the five layers of the ecological model (microsystem, mesosystem, exosystem, macrosystem, chronosystem) that informs students' development. As a group, brainstorm the questions you believe would provide information pertinent to your work with students in your school. Explain WHY you would want to know this information and provide reasoning from your course readings.

*   **Identify and Describe Resources.** You will identify resources you can use to help you answer these questions. Consider federal, district and school websites, neighborhood and community leaders and blogs, conversations with school leaders and teachers, meeting with the school family liaison, school board meeting videos or interviewing board members, etc. Describe your plan for accessing these resources (e.g, who will research what, which resources require meetings with individuals or meetings to attend, etc.).

Part 2: Information Gathering (due November 7)
- **Prepare a Visual Tour.** You will prepare a visual tour of the school and surrounding community, such as areas where students live and resources nearby. Consider both the school environment inside and outside. Think about the communities and resources outside the school building including the student housing areas.

- **Conduct the Research.** Using the resources identified in Part 1, you will gather information to help you answer the questions you developed in Part 1. Ensure that school and community demographics are included.

- **Identify What Makes This School Unique.** You will determine what programs or services make this school unique. This doesn't mean that it has to be the only school with that particular service or program, but that the program or service may not be offered in all schools. Also consider - what makes the school stand out? (e.g., what special program or service do they offer that are not offered at every elementary school in the district, such as a Level IV AAP program or a foreign language immersion program?)

- **Distinguish course readings and discussions that explain the uniqueness of this school.** Cite and discuss readings from ELED 543.

Part 3: Presentation (due November 28)
- **Prepare a 15-20 minute group presentation.** Be creative ☺. As a team you will present the information above to your class along with school partners and fellow faculty invited. Afterward, you will engage in a Q&A session for 5-10 minutes.

- Your presentation should include:
    - information you discovered about the school and community related to each layer of the model (microsystem, mesosystem, exosystem, macrosystem, chronosystem), including school and community demographics
    - unique features, programs, services, etc., that make this school stand out as different from others
    - a visual tour of the school and surrounding community
    - a reflection on how this information would impact (the implications for) your management and instruction within the classroom, as well as your work with families and the larger community (reference course readings, resources, and activities)
    - resources you used to gather information

You will submit Part 1, Part 2, and Part 3 on the due dates specified above. This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment can be found at the end of this syllabus. This PBA is worth 30% of your final grade in the course.

5. **Applied Developmental Scenario (15%)**
   DUE: Friday, December 8

This assignment is intended 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 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 5-7 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 15% of your final grade in the course.

Other Requirements:

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 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., **Carney_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

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.

COURSE PERFORMANCE EVALUATION WEIGHTING

Course Outcomes	Assignments	Percentage of Final Grade	Due Date (due before class)
1-5	Attendance and Participation	25%	Weekly
1, 2, 5	Observation Journals	10% each for a total of 20%	#1: October 31 #2: November 21
1, 3	Planning a Home Visit	10%	October 17
1-5	PBA: Community Mapping Activity	30%	Part 1: September 26 Part 2: November 7 Presentation: November 28
1-8	Applied Developmental Scenario	15%	December 8

*Performance-based assessment (PBA)

GRADING POLICIES

GRADUATE GRADING SCALE

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	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.
C	70-79	
F	<69	

*Note: A course grade of B- or below requires you to retake the course. "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 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/ .

CLASS SCHEDULE

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

Class Meeting	Topics & Guiding Questions	Readings and Major Assignments (DUE BEFORE CLASS)
Class 1 **Tuesday, August 22** **4:30pm – 7:10pm** Face-to-Face, Thompson L028	Getting to know each other! How does child development, psychology, and culture pertain to my work as an elementary teacher and making a difference in the lives of children? ***Introduce Applied Developmental Scenario assignment***	**Text:** • 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) **Blackboard:** • Wheatley (2002), Willing to be Disturbed • Getting to Know You survey • Online Modules for APA & Honor Code (due August 28)
Class 2 **Tuesday, August 29** **4:30pm – 7:10pm** Synchronous, Zoom	How does our understanding of culture and community influence our beliefs about, and perceptions of, students? Why is the ecological model of development relevant for schools, teaching, and student learning? ***Introduce Community Mapping Activity PBA assignment***	**Text:** • Hammond (2015), Ch. 2: What's culture got to do with it? – Understanding the deep roots of culture • McDevitt & Ormrod (2020), Ch. 1: Introduction to Child Development (pp. 16-25 only) **Blackboard:** • Bronfenbrenner (1994), Ecological models of human development • Understanding children in context: The Ecological Model of human development • A closer look at the Ecological Model graphic
Class 3 **Tuesday, September 5** **4:30pm – 7:10pm** Asynchronous	*TBD*	TBD

Class 4 **Tuesday, September 12** **4:30pm – 7:10pm** Synchronous, <mark>Zoom</mark>	What are the foundational principles of culturally responsive teaching and classroom management? How might our implicit cultural biases influence our teaching?	**Text:** - 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) *and* read the guidelines for ages of students in your ADS scenario **Blackboard:** - 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
Class 4 **Tuesday, September 19** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	Who are our home-school partners? What does it mean to engage families? ***Introduce Planning for a Home Visit assignment***	**Text:** - OPTIONAL: McDevitt & Ormrod (2020), Ch. 3: Family, Culture, and Society (pp. 82-107 only) **Blackboard:** - Grant & Ray (2013), Family engagement and the responsive educator - Grant & Ray (2013), Teacher as family communication facilitator - Halgunseth et al. (2009) Family engagement, diverse families, and early childhood education programs: An integrated review of the literature
Class 5 **Tuesday, September 26** **4:30pm – 7:10pm** <mark>Face-to-Face</mark>, Thompson L028	What are the features of a home visit? How might teachers engage families in authentic home-school partnerships?	<mark style="background-color:cyan">**Due: Community Mapping Activity: Part 1**</mark> **Text:** - N/A **Blackboard:** - Faber (2015), Connecting with students and families through home visits - McKnight et al. (2017), Mindset shifts and parent teacher home visits (read Executive Summary, pp. vii-x AND report on pp. 1-40)

Class 6 **Tuesday, October 3** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	What theories of cognitive development influence how we teach elementary students? How can a teacher create a "brain-friendly" classroom?	**Text:** • Hammond (2015), Ch. 8: Information processing to build intellective capacity – Growing brain power through elaboration • McDevitt & Ormrod (2020), Ch. 6: Cognitive development – Piaget and Vygotsky s
Class 7 **Tuesday, October 10** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	How do we engage in developmental observations and critical reflection? How does our understanding of child development influence our beliefs about, and perceptions of, students? ***Introduce Observation Journals assignment***	**Text:** • Wood (2017), Read the guidelines for ages of students in your field experience placement **Blackboard:** • Observing, Recording, and Reporting Children's Development • Rodgers (2002), Defining reflection: Another look at John Dewey and reflective thinking

Class 8
 	
Tuesday, October 17
 	
4:30pm –7:10pm
Synchronous, <mark>Zoom</mark>
	How does the brain influence physical development and learning?
	
	How does the brain use culture to make sense of the world?
		<mark style="background-color:#00ff00">**DUE: Planning for a Home Visit**</mark>
		
		Text:
		• Hammond (2015), Ch. 3: This is your brain on culture – Understanding how culture programs the brain
		• McDevitt & Ormrod (2020), Ch. 5: Physical Development (pp. 149-170 and 175-179 only)
		
		Blackboard:
		• JIGSAW:
		   o Jensen (2005), Ch. 2: Preparing the brain for school
		   o Jensen (2005), Ch. 4: Movement and learning
		   o Jensen (2005), Ch. 6: Physical environments

Class 9 **Tuesday, October 24** **4:30pm –7:10pm** **4:30pm – 7:10pm** <mark>Face-to-Face,</mark> Thompson L028	<mark style="background-color:#00ffff">**Community Mapping Activity Conferences**</mark> How do social, emotional, and moral concepts (i.e., affective development) influence children's engagement and learning in the classroom? How do peer relationships impact students in the classroom?	**Text:** • McDevitt & Ormrod (2020), Ch. 11: Emotional development • McDevitt & Ormrod (2020), Ch. 12: Self and social understandings **Blackboard:** • Video: What is the CASEL framework? • CASEL's interactive wheel • Positivity Project resources
Class 10 **Tuesday, October 31** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	How will you motivate students? What impact does teacher and student mindset have on developing student potential?	<mark>**DUE: Observation Journal #1 (ecological systems, culture, & cognitive development)**</mark> **Text:** • Hammond (2015), Ch. 7: Shifting academic mindset in the learning partnership • McDevitt & Ormrod (2020), Ch. 13: Self-regulation and motivation • McDevitt & Ormrod (2020), Ch. 14: Moral development (skim) **Blackboard:**

| | | • Dweck (2015), Carol Dweck revisits "growth mindset" |
		• Videos: 5-minute film festival – 5 videos to explore growth mindset
Class 11 **Tuesday, November 7** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	How will you motivate students? What impact does teacher and student mindset have on developing student potential?	<mark>DUE: **Community Mapping Activity: Part 2**</mark> **Text:** • Hammond (2015), Ch. 7: Shifting academic mindset in the learning partnership • McDevitt & Ormrod (2020), Ch. 13: Self-regulation and motivation • McDevitt & Ormrod (2020), Ch. 14: Moral development (skim) **Blackboard:** • Dweck (2015), Carol Dweck revisits "growth mindset" • Videos: 5-minute film festival – 5 videos to explore growth mindset
Class 12 **Tuesday, November 14** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	What do elementary teachers need to know to support students with mental health needs? How does your knowledge of development apply to working with children who experience trauma?	**Text:** • N/A **Blackboard:** • Chibbaro & Jackson (2006), Helping students cope in an age of terrorism: Strategies for school counselors • Online mental health modules • NPR (2015), To head off trauma's legacy, start young • Trauma in the classroom (PPT)
Class 13 **Tuesday, November 21** **4:30pm –7:10pm** Synchronous, <mark>Zoom</mark>	How can teachers create trauma-sensitive classrooms?	<mark>DUE: **Observation Journal #2 (physical development & affective development)**</mark> **Blackboard:** • 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
Class 14 **Tuesday, November 28** **4:30pm –7:10pm** <mark>Face-to-Face</mark>, Thompson L028	**Community Mapping Activity Presentations** How does your knowledge of child development, psychology, and culture - as it has grown across the semester - inform your future work as elementary educators with diverse students? **Course Evaluations** **Course Wrap-Up**	**DUE: Community Mapping Activity (PBA)** **Text:** • N/A **Blackboard:** • TBD
Friday, December 8		**DUE: Applied Developmental Scenario Response**

ELED 543
Community Mapping Activity (PBA) Rubric

	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Exemplary)
Preparation Materials	Questions and/or resources were not included.	Questions were not written for each layer and/or resources were not identified.	Questions were written for each layer. Resources were identified.	Questions were written for each layer. Questions demonstrated deep understanding and implications of each layer. A wide variety of resources were identified.
Visual Tour of School	Visual tour provides snapshot of the school and surrounding community with consideration to 1-2 ecological systems OR visual tour is not included.	Visual tour provides some sense of the school and surrounding community with consideration to 3-4 ecological systems.	Visual tour provides sense of the school and surrounding community with consideration to all ecological systems.	Visual tour provides clear sense of the school and surrounding community with consideration to all ecological systems.
School and Community Description and Demographics	Limited description of the school and community through the lens of the layers of the ecological model AND/OR demographics are not included.	Description of the school and community through the lens of 3 or more layers of the ecological model AND/OR demographics for both school and community are/are not included.	Clear description of the school and community through the lens of each layer of the ecological model AND demographics for both school and community are included.	Thorough and specific description of the school and community through the lens of each layer of the ecological model AND demographics for both school and community are included.
Aspects of the School that Make it Unique	Limited or no description of the unique aspects (e.g., programs, services, location, resources, partnerships, etc.) of the school.	Brief description of the unique aspects (e.g., programs, services, location, resources, partnerships, etc.) of the school.	Description of the unique aspects (e.g., programs, services, location, resources, partnerships, etc.) of the school.	Exhaustive description of the unique aspects (e.g., programs, services, location, resources, partnerships, etc.) of the school.

Intersection of Course Readings with your Field Experiences	Does not make connections between course readings and field experiences.	A limited number and/or general connections made between course readings and field experiences.	Explicit and thorough connections made between course readings and field experiences.	
Implications of your Findings	Does not provide implications for classroom management, instruction, and/or development of family-school partnerships OR provides general findings that are not specific to this particular school setting.	Applies findings by outlining implications for classroom management, instruction, and/or development of family-school partnerships within this particular school setting.	Applies findings by outlining implications for classroom management, instruction, and development of family-school partnerships within this particular school setting.	Applies findings by outlining detailed implications for classroom management, instruction, and development of family-school partnerships within this particular school setting.
Presentation	Presentation is not balanced among group members, does not meet the 15-20 minute time frame, AND/OR does not provide required information.	Presentation is somewhat balanced among group members, meets the 15-20 minute time frame, provides required information, but may not be engaging, well-rehearsed or visually appealing.	Presentation is balanced among group members, meets the 15-20 minute time frame, provides required information, organized, and is mostly well-rehearsed and visually appealing.	Presentation is balanced among group members, meets the 15-20 minute time frame, provides required information, organized logically, and is engaging, well-rehearsed, and visually appealing.
Contributions to Group Project	Does not adequately contribute to the project.	Limited contributions and/or participation in the group project.	Active and engaged member of the group; contributions equal to/greater than that of other group members.	