

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

***ELED 544 Section 005
Introduction to Elementary Methods and Management- 3 credits***

Spring 2024
Tuesdays and Thursdays (1:30-4:10)
Thompson Hall L014 (Fairfax Campus)

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

University Catalog Course Description: Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

Course Overview: This course examines methods of teaching children in PK-6 classrooms with an emphasis on understanding the overarching principles and interactions of curriculum, instruction, assessment, and management, as well as the components of highly effective lessons. Teacher candidates will explore multiple models of instructional planning to design and implement developmentally appropriate and engaging lessons. Teacher candidates will consider various models of management for creating a positive environment for learning.

Course Delivery Method: This course will be delivered primarily **face to face** via Blackboard Learning Management system (LMS) housed in the MyMason portal. Some course activities will require additional free online tools such as Google, Flipgrid and Nearpod. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 9th, 2023.

This course will be delivered using multiple instructional strategies. 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 face-to-face class meetings.** A detailed class schedule is included in the 'Class Schedule' section.

Please note: This course requires 15 hours of field observation. Additional details are in the ‘assignments’ section.

Learner Outcomes:

This course is designed to enable teacher candidates to:

- A. Develop their understanding of the intersection of diverse PK-6 learners, classroom management, and instruction in planning for, modifying, and ensuring an inclusive, positive learning environment (INTASC 2).
- B. Design a positive, supportive instructional environment for diverse learners through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal setting and self-motivation (INTASC 3).
- C. Explore a variety of management models used in elementary classrooms (INTASC 2).
- D. Explore a variety of instructional models, including online learning and online instructional strategies, posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7).
- E. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning and assessment (INTASC 1, 7).
- F. Demonstrate knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans (INTASC 2).
- G. Create lesson plans that include a variety of engaging instructional strategies (including visual and performing arts), varied resources and materials (including media and contemporary technology), age- appropriate content, and a variety of assessment approaches (INTASC 7, 8).
- H. Understand the role of formative and summative assessment in elementary classrooms and proactively plan for how they will assess instructional impact on student learning (INTASC 6).
- I. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9).

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

Professional Standards:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active
- **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 all also be used in ELED 545.*

- Denton, P. (2013). *The power of our words*. Turner Falls, MA: 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 Publications.
- *Kestenberg, E. G., Cunningham, H. B., O’Conner, L. D., Milner, R. (2018). “*These kids are out of control*”: *Why we must reimagine “Classroom Management” for equity*.

Additional Recommended Texts:

- Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Center for Responsive Schools. (From ELED 543)

+Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

Course Performance Evaluation:

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

Assignment and/or Evaluations:

- 1) **Class Participation/Weekly Course Write-Ins/Write Outs (Course Notebook) (DUE: Weekly) (POINTS: 40)**
 - a. 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, synchronous 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 prior to the start of class**.
 - b. Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to
 - i. **Contributions to whole group and small group discussions**
 - ii. **In class activities**

- iii. **All course notebook work** (weekly write-ins/write-outs)
- c. Class 1 is worth 1 point and all other classes are worth 3 points each.
- d. Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Evaluation

You will complete in-class and between class activities in your online class notebook. Your notebook is located at the journal tab on Blackboard. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 1.5 points for a missed class).

Journal entries are **due before each class meeting**. Any journal entries submitted more than a week past due will receive 0 points. See rubric at the end of the syllabus.

2) Morning Meeting Assignment (Lesson Planning and Implementation) (15 points)

- a. Establishing a warm, safe, and culturally responsive classroom community, along with continuously reflecting on one's teaching practice for the purposes of improvement, provide critical supports to students' cognitive, social-emotional, physical, and language development. The purpose of this assignment is to help you both gain experience in planning and implementing all four components of Morning Meeting while increasing your reflective capacities as a form of teacher professional learning.
- b. You will collaborate with your mentor teacher and/or peers to co-plan/co-lead one Morning Meeting lessons. This will involve the following four tasks:
 - i. **Part 1 - Planning:** Your first task is to plan a 20-minute Morning Meeting lesson (using the GMU lesson planning template) that includes all of the following components: *Greeting, Share, Activity, Message*. You may plan with your mentor teacher and/or peers.
 - ii. **Part 2 – Implementation:** After you have planned the Morning Meeting, you need to implement the Morning Meeting. You may lead the Morning Meeting with your peer (if in a shared placement) and/or with your mentor teacher. You may also elect to lead the Morning Meeting on your own.
 - iii. **Part 3 – Annotated Lesson Plan:** After implementing your Morning Meeting, you will reflect upon your teaching experience by using the comments feature in your lesson plan document. These comments will serve as an initial reflection and help jumpstart your thinking around how the lesson went. Comments may be related to successes, growth areas, notes on what you might do differently were you to implement this lesson again, and any other pertinent noticings you had after lesson implementation. *Note: While you may have co-planned and/or co-led the lesson with a peer, these comments should represent your own individual reflection on the lesson implementation and should be completed separately.*
 - iv. **Part 4 – Summative Reflection:** After you have completed your individual initial reflections on the lesson, you will reflect on your

Morning Meeting implementation with your peers at the same grade level or your placement group. Then, you will individually compose a summative reflection (on the lesson implementation that addresses all of the prompts below:

1. Why do you think certain aspects of the Morning Meeting went well?
2. Why do you think certain aspects of the Morning Meeting did not go as expected?
3. What changes might you make the next time you lead a Morning Meeting (try to go beyond changes you would make to this lesson specifically and consider how your approach, framing, management, etc. overall might be modified)?
4. What did you learn about how you interact with students at this age/grade level AND about leading and managing a large group of students?
5. What are some questions or ideas you would like to explore further?
6. You will submit Part 1, Part 3, and Part 4 to Blackboard. The GMU lesson planning template, as well as the rubric used to evaluate this assignment, will be provided in class.

**The rubric used to evaluate this assignment will be provided in class.*

3) Lesson Planning (25 points)

- a. A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection/future planning). This assignment includes the following elements:
- b. This assignment has three components:
 - 1) **PART 1: Identifying Lesson Planning Resources**
 - a) Work with your mentor teacher to identify a topic or concept that you will teach. Your mentor may provide you with a scripted lesson ***or*** you may enter the topic in an AI tool like ChatGPT to generate a plan.
 - 2) **PART 2: Describing Your Students:** For this part of the assignment, you will describe the context in which you will be teaching your lesson. This includes
 - a) A description of **your school** and general **grade level expectations**.
 - b) A description of **your students'** developmental characteristics and academic readiness (be sure to identify AND connect their developmental characteristics and academic readiness to readings from across multiple courses, such as Yardsticks from ELED 543).

- c) A rationale for **instructional decisions** you made based on the information you have gathered about students in this classroom and school, identified in a) and b) above.
- 3) **PART 3: Constructing a Detailed Lesson Plan:** Based on the information you have identified in Part 2, you will rework the lesson planning resources from Part 1 to design a detailed lesson plan using the Mason Elementary Education Lesson Planning Template with one or more Virginia state standards.

Your lesson will include all of the following required components:

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

The PBA will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students’ basic competencies and scaffold their understand to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

The rubric used to evaluate this assignment will be provided in class.

4) Classroom Management Plan (15 points)

- a. 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:

- i. **Part 1: An overview of your management philosophy** (1-2 paragraphs)
 1. Your evolving conception of your teacher identity and your personal philosophy of classroom management.
 2. The principles you believe are most important in working with children with an emphasis on your beliefs about student behavior, discipline and the role of the teacher in creating a positive learning environment
 3. The role of culturally responsive and anti-racist principles in your management philosophy
- ii. **Part 2: A schematic diagram of your classroom**
 1. 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).
 2. Provide a description of how your diagram is informed by each of the six features of classroom design.
- iii. **Part 3: A description of your plan for developing classroom norms, rules, community, and relationships**
 1. Detail the process you will use to create/establish classroom rules/norms with students
 2. Describe ideas for building community within the classroom
 3. Identify strategies for developing authentic relationships with students
 4. Consider the age and developmental needs as well as how your approach aligns with your beliefs about management.
- iv. **Part 4: A description of your plan for addressing misbehaviors**
 1. Develop a fair and consistent consequence and discipline plan.
 2. Clearly outline the steps you will take for addressing misbehaviors, from those that are minor to those that are more serious.
 3. Consider how your plan aligns with your overall philosophy and promotes a sense of responsibility among students.
- v. **Part 5: A description of 10 daily anticipated procedures and routines**
 1. Description should include what each will look/sound like.
 2. Rationale for inclusion of each procedure or routine is included.
- vi. **Part 6: Communication with families**
 1. Describe your plan for maintaining open and effective communication with parents.
 2. Discuss the strategies you will use to keep parents informed about

their child's behavior, progress, and any concerns that may arise.

The rubric used to evaluate this assignment will be provided in class.

Other Requirements:

1) Licensure Requirement: Praxis Subject Area Tests (5 points)

- a. 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.

2) Attendance and Participation (see Course Notebook)

- a. 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, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”
- b. 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. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.
- c. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.
- d. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

Assignment Expectations:

- All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA 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. Professional writing can be difficult; I encourage you to take advantage of this service.
http://writingcenter.gmu.edu/?page_id=177
- All assignments are to be completed **by 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.

- *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.*

Grading Policies

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
A-L	Attendance/Participation/Course Notebook	<u>40</u>	Weekly
A-L	Morning Meeting Implementation	<u>15</u>	Feb 15
A-L	*PBA: Lesson Planning & Implementation Assignment	<u>25</u>	Draft by Feb 27th Final March 10
A-C	Classroom Management Plan	<u>15</u>	Feb 29
n/a	Registration for Praxis Multiple Subjects	<u>5</u>	Feb 29

*Designated performance-based assessment

GRADUATE GRADING SCALE

<i>Grade</i>	<i>Grading Scale</i>	<i>Interpretation</i>
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	<i>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.</i>
C	70-79	
F	<69	

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

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

See syllabus appendix

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

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

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Additional Program Information:

Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university

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

Tentative Class Schedule

	Methods Targets	Management Targets	Readings & Assignments
Class 1 (Jan 16)	<ul style="list-style-type: none"> I can explore the InTasc Standards addressing management, planning, and instruction. (INTRO IN CLASS ACTIVITY) I can describe my existing beliefs about planning and management. (IN CLASS) I can use teacher reflection to facilitate my professional development. (TEACH REFLECTION) 		<p>Text:</p> <ul style="list-style-type: none"> Doubet & Hockett, Chapter 1 (Building a Family of Learners, pp. 9-15, skim 18-37) <p>Bb Readings:</p> <ul style="list-style-type: none"> 11 Habits of Effective Teachers 23 Strategies for Building and Sustaining Relationships Responsive Classroom (2016), What is Morning Meeting? The Power of Morning Meeting Denton (2015) introduction: Why our words matter (pp. 1-11)
	<ul style="list-style-type: none"> I can identify the characteristics of effective teaching/teachers. 	<ul style="list-style-type: none"> I can describe strategies for building relationships with students and a positive community among learners. I can identify the elements of morning meeting and explain its role in creating a positive learning community. 	
	Methods Targets	Management Targets	Readings & Assignments
Class 2 (Jan 18)	<ul style="list-style-type: none"> I can define culturally responsive and anti-racist pedagogy and use both as a framework for building relationships with culturally, linguistically, and economically diverse students. I can describe the developmental needs of students and draw connections to planning and management. (IN CLASS) 		<p>Text</p> <ul style="list-style-type: none"> Read Hammond, Ch. 5: Building the Foundation of a Learning Partnership Milner (2018), Ch 1: Landscape of Classroom Management Revisit Hammond (1, 2 and 4) and Wood (Yardsticks) for age range <p>Bb Readings:</p> <ul style="list-style-type: none"> Moss Lee (2012), Creating an anti-racist classroom Video: Kendi (2020), The difference between being “not racist” and antiracist (watch at least 4:25-15:15)
		<ul style="list-style-type: none"> I can explain how my beliefs and culture impact how I build relationships with students. 	

			<ul style="list-style-type: none"> • Making Observations
	Methods Targets	Management Targets	Readings & Assignments
Class 3 (Jan 23)	<ul style="list-style-type: none"> • I can describe the role of differentiation and Universal Design for Learning in planning, instruction and assessment. 	<ul style="list-style-type: none"> • I can describe how language informs student teacher relationships and a positive learning community. • I can describe six features of classroom design and use these to analyze classroom space. • I can identify critical practices of anti-racism in designing classroom space and managing the learning community (See HLP: Organizational Routines). 	<p>Text</p> <ul style="list-style-type: none"> • Doubet & Hockett, (2018), Introduction: Differentiation gets an upgrade (pp. 1-5) • Denton (2015), Ch. 1: General Guidelines for Teacher Language (pp. 12-31) • Denton, Ch. 2 (Envisioning) <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> • Video: What is Universal Design for Learning (UDL)? • Weinstein & Romano (2019): Six features of classroom design • McKenna (2019), Uncovering the lessons of classroom furniture: You are where you sit (pp. 26-32) • Optional: Tomlinson & Moon (2013). Ch 1: Differentiation, An overview
	Methods Targets	Management Targets	Readings & Assignments
Class 4 (Jan 25)	<ul style="list-style-type: none"> • I can locate, describe and deconstruct the Virginia SOLs and associated resources from the VDOE website. • I can review the curriculum for representation of multiple voices • I can identify the phases of the instructional cycle and explain the importance of clear instructional planning. 	<ul style="list-style-type: none"> • I can describe how language informs student teacher relationships and a positive learning community. • I can describe the features of small conversations and use these as a tool for building respectful relationships. 	<p>Texts</p> <ul style="list-style-type: none"> • Denton (2014), Ch. 3, Questioning • Denton (2014) Ch. 4, Listening <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> • Arends (2012), Ch 3: Teacher planning (pp. 93-111 only) • Brownell et al. (2020), Teaching students with disabilities –and all students who need a learning boost of teaching (pp. 1-14)

	<ul style="list-style-type: none"> I can describe the various ways in which instruction might be organized at the elementary level 		<ul style="list-style-type: none"> High Leverage Practices: Small conversations Video: Small conversations <p>LINK: Virginia SOLs</p>
	Methods Targets	Management Targets	Readings & Assignments
Class 5 (Jan 30)	<ul style="list-style-type: none"> I can explain the importance of backward design in instructional planning. I can describe the role of assessment in instructional planning. I can identify the components of a lesson plan. 	<ul style="list-style-type: none"> I can identify the elements of a responsive classroom. 	<p>READINGS: Text:</p> <ul style="list-style-type: none"> Tomlinson & Moon (2013), Ch. 2: Assessment and differentiation: A framework for understanding (Pgs 17-21_ Elements of a Lesson Plan (PDF) <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> Using AI to Plan Lessons AI Powered Lesson Planning Scripted Curriculum Pros and Cons Backward Design Charney (1991), Intro pp. 3-8; Ch 1: Intentions (pp. 9-18), and Ch 2: (pp. 19-50) Video: Responsive Classroom Overview <ul style="list-style-type: none"> Part 1 Part 2 Video: Resetting in Responsive Classrooms <p>Introduce Morning Meeting Assignment</p>
	Methods Targets	Management Targets	Readings & Assignments
Class 6 (Feb 1)	<ul style="list-style-type: none"> I can describe the elements of a gradual release lesson plan 	<ul style="list-style-type: none"> I can identify the elements of Assertive Discipline. 	<p>Possible Bb Readings:</p> <ul style="list-style-type: none"> Fischer & Frey (2021), Ch 1: Gradual Release Review (pp. 1-14)

	<ul style="list-style-type: none"> I can describe how explicit instruction meets the needs of students with disabilities. 		<ul style="list-style-type: none"> Explicit Instruction Video Explicit Instruction Overview Gradual release lesson video Drew: 11 Features of Assertive Discipline Assertive Discipline Video Overview Assertive Discipline in Action
	Methods Targets	Management Targets	Readings & Assignments
Class 7 (Feb 6)	<ul style="list-style-type: none"> I can describe KUDs and their role in effective elementary lesson planning. I can construct KUDs/SMART objectives using the Virginia SOLs as a framework. I can use incorporate cognitive taxonomies (eg-Bloom's) into lesson planning. 	<ul style="list-style-type: none"> I can identify the elements of PBIS. I can explore the pros and cons of rewards. 	<p>Text:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018). Ch. 2: Articulating learning goals (read pp. 41-55; skim 58-70) Armstrong (n.d.) Bloom's Taxonomy Arends, Ch. 3: Instructional objectives & taxonomies for selecting instructional objectives (pg. 111-118) <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> PBIS Overview <ul style="list-style-type: none"> What is PBIS? Why Implement PBIS" PBIS Tier 1 PBIS Tier 2 PBIS Tier 3 Summary Overview Video Rewards the Right Way Why Dangling Rewards Won't Work
	Methods Targets	Management Targets	Readings & Assignments
Class 8 (Feb 8)	<ul style="list-style-type: none"> I can describe the key elements of think alouds/modeling (See HLP: Explaining & Modeling) 	<ul style="list-style-type: none"> I can consider strategies for establishing rule and norms with PK-6 learners. 	<ul style="list-style-type: none"> Text: Denton, Ch. 5, (Reinforcing)

		<ul style="list-style-type: none"> ● I can identify the routines and procedures necessary to establish in order 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. 	<ul style="list-style-type: none"> ● Possible Bb Readings: ● Charney (1991), Ch. 3: Rules (pp. 51-64) ● EL Education (n.d.), Creating and using norms ● Creating Rules with Students ● What is Interactive Modeling? <ul style="list-style-type: none"> ○ Interactive Modeling-1st grade ○ Interactive Modeling-4th grade ● Procedures: <ul style="list-style-type: none"> ○ 31 Classroom Procedures ○ Creating Procedures ● Think Alouds: <ul style="list-style-type: none"> ○ Sample Think Aloud Video ○ Think Aloud Video Sample 2
	Methods Targets	Management Targets	Readings & Assignments
Class 9 (Feb 13)	<ul style="list-style-type: none"> ● I can create engaging and interactive learning experiences using the gradual release model. ● I can describe and implement tools, strategies, and techniques for asking open-ended and higher order thinking questions 	<ul style="list-style-type: none"> ● I can describe the roles of brain breaks and mindfulness routines in managing the classroom. ● I can describe strategies for addressing minor misbehaviors including logical consequences 	<p>Text:</p> <ul style="list-style-type: none"> ● Doubet & Hockett (2018). Ch. 4: Providing Interactive Learning Experiences (1-3-169) ● Denton, Ch. 6 (Reminding Language) <p>Possible Bb Readings</p> <ul style="list-style-type: none"> ● Questioning Strategies ● Charney, Ch. 4: Using logical consequences (pp. 65-74) ● Hook Ideas <ul style="list-style-type: none"> ○ Sample Hook Ideas ○ More Sample Hook Ideas ● The Mystery Behind Brain Breaks Video ● Kagan Strategies: <ul style="list-style-type: none"> ○ What are Kagan Strategies

	Methods Targets	Management Targets	Readings & Assignments
Class 10 (Feb 15)	<ul style="list-style-type: none"> ● I can incorporate strategies for motivating learners, increasing engagement, and promoting higher order thinking ● I can utilize the principles of UDL to design engaging instruction. 	<ul style="list-style-type: none"> ● I can describe strategies for addressing minor misbehaviors including logical consequences. I can describe how management and instruction intersect. 	<p>Text: Denton, Ch. 7 (Redirecting Language)</p> <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> ● Charney, Ch. 6: Time-Outs (pp. 93-110) ● Seifert & Sutton (2009) Responding to student misbehavior (pp. 150-155) ● Time Out <ul style="list-style-type: none"> ○ Teaching Take a Break ● Universal Design for Learning <ul style="list-style-type: none"> ○ Engagement ○ Representation ○ Action and Expression ● Thinking Routines <p>Morning Meeting Assignment Due</p>
	Methods Targets	Management Targets	Readings & Assignments
Class 11 (Feb 20)	<ul style="list-style-type: none"> ● I can identify models and strategies associated with student-centered (constructivist) teaching. ● I can distinguish between differentiated instruction and accommodations/modifications 	<ul style="list-style-type: none"> ● I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide. ● 	<p>Text:</p> <ul style="list-style-type: none"> ● Milner (2018), Chapter 2: Connecting Classroom Management to Cradle to Prison Pipeline <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> ● Burden & Byrd (2019), Ch. 6: Student-centered instructional strategies ● Weinstein et al., Managing serious and recurrent management challenges ● Arends Ch 2 (pg. 54-63): Students with disabilities ● Iris Modules: Accommodations

			<ul style="list-style-type: none"> • Staehr Fenner & Snyder (2017), Ch. 3: Scaffolding instructions for Els
	Methods Targets	Management Targets	Readings & Assignments
Class 12 (Feb 22)	<ul style="list-style-type: none"> • I can use checks for understanding to formatively assess student learning • I can identify models and strategies associated with student-centered (constructivist) teaching. 	<ul style="list-style-type: none"> • I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide. • I can describe the role of trauma in understanding student behavior • I can identify trauma-informed teaching practices. 	<p>Text</p> <ul style="list-style-type: none"> • Milner (2018), Ch 3: Classroom Management & Effective Instruction <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> • Burden & Byrd (2019), Ch. 6: Student-centered instructional strategies, Pt 2 • Trauma Informed Teaching Strategies • Getting Started with Trauma Informed Practices • McTighe (2021), 8 quick checks for understanding • Himmele & Himmele (2011), Ch. 4: On-the-spot TPTs • Kohn (2016), “Your hand’s not raised? Too bad: I’m calling on you anyway.”
	Methods Targets	Management Targets	Readings & Assignments
Class 13 (Feb 27)	I can identify models and strategies associated with student-centered (constructivist) teaching.	<ul style="list-style-type: none"> • I can describe, analyze, and critique strategies for addressing serious and recurring management challenges, both in my classroom and school-wide. 	<p><u>READINGS:</u></p> <p>Text:</p> <ul style="list-style-type: none"> • Milner (2018), Ch 4: Classroom Management is About Creating a Caring Community <p>Possible Bb Readings</p> <ul style="list-style-type: none"> • Learning for Justice (2018), Critical practices for anti-bias education: Instruction

			<ul style="list-style-type: none"> ● Charney, Ch. 7: Power struggles (pp. 111-122) ● Keels (2021), What schools need now: Relational discipline ● Responsive Classroom (2016), Responding to defiance in the moment; ● Responsive Classroom (2012), Individual written agreements (behavior plans) <p>Lesson Planning Draft</p>
	Methods Targets	Management Targets	Readings & Assignments
Class 14 (Feb 29)	<ul style="list-style-type: none"> ● I can describe the elements of effective technology use both in online and F2F settings. ● I can describe strategies for incorporating anti-bias education into my lesson activities. 	<ul style="list-style-type: none"> ● I can critique various models (RC, PBIS, Assertive Discipline) and approaches to classroom management/building school culture (Restorative Justice, Positivity Project) using a culturally responsive/anti-racist lens. 	<p><u>READINGS:</u></p> <p>Text:</p> <ul style="list-style-type: none"> ● SAMR Model in the Classroom ● Seravallo (2020), Ch. 1: Foundations of teaching online ● Milner (2018), Chapter 5: Classroom Management as Restorative Discipline <p>Possible Bb Readings:</p> <ul style="list-style-type: none"> ● Kang-Brown et al. (2013), A generation later: What we've learned about zero tolerance in schools <p>DUE: Classroom Management Plan DUE: Praxis Registration March 10th: Final Lesson Planning PBA</p>