I. Course Description

This course blends theory and practice by providing instruction in curriculum and planning, theoretical concepts, application of research, models of learning/teaching and practical experiences such as designing and implementing lesson plans. It also examines educational standards, assessment, and classroom management in PK-12 schools.

II. Learning Outcomes

This course is designed to enable students to:
• establish criteria and justification for particular teaching approaches.
• develop basic knowledge, skills, and understandings for planning and implementing instruction, evaluation, and assessment of individuals with diverse learning styles, abilities, gender, and cultural backgrounds.
• explore a repertoire of classroom management theories and appropriate expectations for the developmental levels of students.
• develop knowledge of teaching through practice, observation, and reflection in simulated and field situations.
• explore a variety of means of effective communication and collaboration with parents, administrators, and other personnel in their schools.
• develop a sense of personal and professional responsibility through use of resource materials, meetings, and professional organizations.

III. Relationship to Program Goals and Professional Organizations

Course relates to INTASC standards, most particularly:
• Content Pedagogy-The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
• Diverse Learners-The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
• Multiple Instructional Strategies-The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
• **Motivation and Management**-The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

• **Communication and Technology**-The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

• **Planning**-The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

• **Assessment**-The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

• **Reflective Practice: Professional Growth**-The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### IV. Nature of Course Delivery

The course is structured around readings, reflections on those readings, case analyses, and initiating, guiding, and evaluating learning activities in order to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

### V. Texts & Resources

#### A. Required
- [http://courses.gmu.edu](http://courses.gmu.edu)

#### B. Recommended
VI. Course Requirements

Since this is a graduate level course, high quality work is expected on all assignments and in class. Attendance at all classes for the entire class is a course expectation. All assignments must be completed to receive a passing grade for the course. Unless they are completed in class, all assignments must be typed (1” margins, doubled-spaced, 12 point Times New Roman font) and are due by the beginning of class on the due date. Unless otherwise specified, assignments can be emailed to the instructor. Late assignments will be reduced by one full letter grade unless prior arrangements have been made with the instructor. In the event of an absence, the student will be responsible for completing any missing or additional assignments at the discretion of the instructor.

A. Case Analyses (30%)

Case analysis serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases allow you to examine multiple perspectives on problems students experience in their schooling. Case studies also give you a chance to practice approaches a thoughtful and ethically principled teacher would use to solve these problems. In case analyses, we always hold the teacher responsible for students’ success. If students are not doing well, it is the teacher’s task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own classroom, you can ask, “What might I do differently to help this student be successful?” Each case analysis should include two parts:

1. A problem statement (1 paragraph) that describes what the teacher’s responsibility is in the case – that is, how the teacher contributes to the problem, what role the teacher is playing that is (potentially) putting his/her students at risk, etc. Include supporting citations.

2. An action plan (~2 pages) that gives details on how the teacher could solve the problem. Include supporting citations.

During this course, you will complete two case study analyses. For the first, all students will analyze the same case. There will be a class discussion regarding the case on the day the analysis is due. For the second, each student will select a case from http://cases.coedu.usf.edu/CECComp/Cec%20Competency.htm and give a brief (~15 minute) presentation in class that summarizes the problem and the proposed action plan. For both analyses, bring a hard copy to class to turn in to the instructor.

B. Instructional Strategy Plan (20%)

You will develop a 20 minute activity and the accompanying materials necessary to implement a particular instructional strategy (i.e., guided notes, learning centers, graphic
organizers), teach that activity to the class, and reflect on the experience. For more details, please see the assignment rubric.

C. Reflections (15%)

Over the course of the semester, you will submit three reflections on the assigned readings.

D. Resource File (15%)

You will collect a minimum of 5 resources that you believe will be helpful in your future teaching and evaluate each resource in terms of its (1) ease of accessibility, (2) cost, (3) ease of use, and (4) relevance for classroom use. On the due date, you will distribute a list of your resources and information on how to obtain them to your classmates.

E. Philosophy of Teaching Paper (10%)

1. If you have a philosophy paper from another course:
   Using “track changes,” revise and edit your philosophy based on key learnings from this course, including real-life experiences from your teaching to date. The edits/additions should focus primarily on aspects of the philosophy related to teaching. Include supporting citations.

2. If you do not have a current written teaching philosophy:
   Write a philosophy of teaching statement that describes your personal beliefs about teaching. The following questions will help guide you: (1) What are your objectives as a teacher? (2) What is the role of the teacher with respect to motivation, content, feedback and assessment, and challenge and support? (3) What should teachers do to respond to different learning styles, help students who are frustrated, and accommodate different abilities? (3) What methods will you use to achieve or work toward your objectives? (4) How you intend to measure your effectiveness at reaching your objectives? Include supporting citations.

F. Class Participation (10%)

Due to the importance of participation to your total learning experience, students are to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. If you must miss a class, notify the instructor (preferably in advance); you are still responsible for completing all assignments and readings for the next class.
VII. Course Schedule

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
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| Sep 3  | • Introduction to Course  
        | • INTASC Standards                         |                                           |
| Sep 10 | • Instructional Models and Frameworks  
        | • Reflective Practice and Journaling       | • Read chapter 1                          |
| Sep 17 | • Planning & Implementing Instruction      | • Read chapter 3                          |
|        |                                             | • First reflection due                     |
| Sep 24 | • Evaluation & Assessment                  | • Read chapter 6                          |
| Oct 1  | • Motivation and Engaging Students  
        | • Learning/Teaching Styles                 | • Read chapter 4                          |
|        |                                             | • First case analysis due                  |
| Oct 8  | • Diversity Issues                         | • Read chapter 2                          |
| Oct 15 | • Differentiating Instruction              | • Read chapter 13                         |
|        |                                             | • Second reflection due                    |
| Oct 22 | • Instructional Strategies                 | • Read chapters 7-9                       |
| Oct 29 | • Instructional Strategies                 | • Read chapters 10-12                     |
|        |                                             | • Instructional Strategy plan due          |
| Nov 5  | • Classroom Management                     | • Read chapter 5                          |
| Nov 12 | • Effective Technology Integration         | • Third reflection due                     |
| Nov 19 | • Collaboration  
        | • Resources for Teaching                   | • Read chapter 14                         |
|        |                                             | • Resource file due                        |
| Nov 26 | THANKSGIVING RECESS – NO CLASS             |                                           |
| Dec 3  | • Case Analysis Presentations              | • Second case analysis due                 |
| Dec 10 | • Course Summary  
        | • Course Evaluations                       | • Philosophy of Teaching paper due         |

VIII. University Policies

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Professional Behavior and Dispositions. Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- University Honor Code. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Responsible Use of Computing. Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Disabilities. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.