Welcome to our class! I am looking forward to working with you as we explore the topic of student development and learning. My main goal is to provide assistance in your journey to become an outstanding teacher. Please do not hesitate to contact me with any questions you may have about the course or the assignments. We can communicate by e-mail, telephone, or in-person. I would be happy to meet with you after class, during breaks, or we can schedule another time that is mutually convenient.

Course Resources


Important Web Sites:

U.S. DOE, Education Resources Information Center
http://www.eduref.org/Virtual/Lessons/Guide.shtml

Education World – Lesson Planning
http://www.education-world.com/a_lesson

Virginia Standards of Learning
http://www.knowledge.state.va.us/main/sol/sol.cfm

Child Abuse
http://www.vcu.edu/vissta/training/va_teachers/requirements.html
(training module)
http://www.ojp.usdoj.gov/ncj/childabuse/bg2b.html
http://www.dss.state.va.us/family/children.html
Course Description

This course explores the processes that influence the intellectual, social, emotional, and physical development of students from early childhood through adolescence. Within the context, the course further examines the processes and theories that provide a basis for understanding the teaching and learning process. Particular attention is given to social cognitive and constructivist theories of learning. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, and assessment.

Students with Special Needs

Students who require special accommodations, or those with disabilities that may affect their ability to participate fully in the course, are encouraged to advise the instructor to ensure their successful participation in this course.

Student Outcomes

a. To become familiar with student characteristics - including the stage theories of development, age-level characteristics and student variability. (INTASC Standards 2,3)
b. To identify and analyze issues related to education in a pluralistic and multicultural setting and society. (INTASC Standards 5,7)
c. To identify indicators of child abuse and review legal requirements and procedures for reporting of child abuse and neglect (INTASC 2,3,10).
d. To become familiar with principles in educational psychology that affect learning. (INTASC Standards 5,6)
e. To become aware of the ways in which educational theories and research in the areas of motivation, individual differences, classroom management, the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment are applied to instruction. (INTASC Standards 3,4,5)
f. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education. (INTASC Standards 4,5)
g. Students will demonstrate an understanding of how theoretical approaches to learning relate to classroom management, instruction, and assessment. (INTASC Standards 6,9)
h. To develop and reinforce critical thinking and problem solving abilities, oral, and writing skills. (INTASC Standards 4, 9)
**Relationship to Program Goals and Professional Organization**

EDUC 539/601 is an introductory course which addresses educational foundations, especially in human growth and development and psychology. In addition, the course is aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards #2-7, 9, and 10.

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #5:** 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.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Nature of Course Delivery

Course delivery is accomplished in a variety of ways in order to meet the needs of diverse learners and learning styles. The instructional activities range from the use of technology, didactic instruction, cooperative learning, and individualized learning experiences.

CEHD Statement of Expectations

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

• Students are expected to exhibit professional behavior and dispositions (see http://www.gse.gmu.edu for a listing of dispositions).
• Students must follow the guidelines of the University Honor Code (see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code).
• Students must agree to abide by the university policy for Responsible Use of Computing (see http://mail.gmu.edu).
• Students with disabilities who seek accommodations in a course must be registered with the GMU Disability 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).

Course Evaluation Guidelines

Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in class discussions. To participate effectively (at the A level) students need to have completed the assigned readings and become active participants in both large and small group activities. The final grade will be based on the following course requirements:

Writing Log 15%
Understanding the Learner 20%
Assignment – Classroom Management 20%
New Methods of Teaching Presentation 20%
Field Experience/Child Abuse Module 15%
In-Class Assignments, Preparation Participation, Timeliness, and Attendance 10% 100%
Assignment Guidelines

I. Child Abuse, Neglect and Intervention (INTASC Standards 2,3,6,7, and 10)

This on-line training module will provide an overview on child abuse and neglect. Child abuse and neglect is a serious social problem. In 1996, it was estimated that three million children in the United States were reported as victims. The majority of perpetrators of child abuse were parents. Because of their involvement with families and the requirement to report abuse, it is important that pre and in-service teachers have a firm foundation of the child abuse knowledge base.

Students will find the tutorial at the following web site:

www.vcu.edu/vissta/training/va_teachers/requirements.html

Plan to spend about two hours for the completion of the training session. Once you have completed the training you will be able to print a certificate that verifies your completion of the training. This certificate should be kept by the student for licensure purposes (or professional development points). A copy should be provided to the professor by September 15th (or prior to that date).

The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect.

II. Writing Log (INTASC Standards 2,3,5,7, 9)

For the purposes of this class, the objective of the Writing Log is to consider, summarize, and analyze readings for the purpose of understanding student development and learning. An effective educator continually seeks to increase their understanding, expertise, and knowledge. The process of reflective analysis requires the thoughtful consideration of the topic integrated with the student’s perspective and examination. Reflective practice is a method of self-inquiry that is essential for effective teaching and professional development.

Prepare a 1-1/2 to 2 page entry for each of three different articles on topics related to student development or learning, i.e. multiple intelligences, motivation, developmentally appropriate practices, Regio Emilia, learning styles, learning disabilities, etc. Use a variety of educational journals including at least one article from a research publication. The articles should be selected from the university library or the consortium (not from the web). Select topics that you would like to become more familiar with. Journals you may consider include Education, Educational Leadership, American Educational Research Journal, Young Children, Journal of Educational Research, Phi Delta Kappan, TESOL Journal, Instructor, Childhood Education International, NASSP Bulletin, Educational Technology, as well as other professional journals.

For each entry in the Writing Log be sure to include the following:
1.) Reference, cited in APA style (5th edition)
2.) a brief summary of key points in each article (1/2 to one page)
3.) one page describing your reaction to the author's
The Writing Log will be evaluated against the criteria in the syllabus and quality of the work submitted. Other factors include timeliness, correct use of APA, organization, analysis, clarity, grammar, readability, and the quality of the literature review. Points will be deducted for the late submission of assignments.

III. Understanding the Learner (INTASC Standards 2,3,5,7)

This assignment is designed to increase your knowledge about factors that influence students. First select a topic of interest to you. The concept should help you work more effectively with students and should be related to the course. Examples of topics include: third culture kids, gifted and talented strategies, the effects of divorce on children, eating disorders, conflict resolution, drug/alcohol use, AIDS, bilingualism, attention deficit disorder, depression, etc.

The second step is to begin the research for your topic. Identify several sources for your paper. Two to three of your sources must come from traditional references such as referred journals or professional books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find. As you research the concept you may find that it is too broad in nature and consequently you may have to narrow or modify your topic as you conduct your search and develop your paper.

Read and review what you have found, then select a minimum of four sources for the report of your key findings on the topic (four to five pages of text). Please note the paper is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a pre-service teacher. Use sub-headings as a way to organize the paper into various sections. Use the APA format to reference your sources within the document and to provide a listing of the references at the end of the paper.

IV. New Methods of Teaching and Learning – Presentation (INTASC Standards 3,4,6,7)

The purpose of this assignment is to learn about a variety of instructional methods, practice delivery techniques, and to keep current in effective methods of instruction. First identify a teaching method you would like to become more familiar with. Students may work individually or as a pair. You may need to review education journals for ideas. Some methods you may consider include: Literature Circles, De Bono’s Hats, Dyad Reading, Brain Gym, Discovery Learning, Differentiated Instruction, Electronic Portfolios, Student-Led Conferencing, Sketch to Stretch, Total Physical Response, etc. The instructional method needs to be one that is new to you and something you would like to learn more about. Develop a class presentation that identifies the primary components of the method and make recommendations for implementing the method in classrooms.
The objectives of the assignment are to practice delivery techniques, use active learning strategies, and to inform colleagues about new instructional approaches. The following guidelines are important in the evaluation of the presentation:

Presentation Guidelines:

- provide information that would be helpful to others - make it relevant
- use a format that will maintain audience interest and foster participation
- keep the principles of adult learning in mind (make information relevant)
- use a variety of instructional methods, i.e. visuals, direct instruction, concrete materials
- adhere to time limitations (dependent upon class size, time will be announced)
- focus on a few key objectives
- teach to the long-term memory, use examples, and be creative
- develop a one page hand-out for the class

V. Classroom Management – Assignment (INTASC Standards 2,3,4,5,9)

1.) Read the textbook chapter on Classroom Management. Identify and read three additional readings, of your own choosing, on the topic of classroom management. Resources for this assignment (textbooks) will be placed on reserve at the library. The readings should be from referred journals and books. Prepare a reference list in the APA format, which identifies the readings.

2.) Based on the above readings identify and briefly describe 10-12 strategies that teachers can employ prior to the use punishment or punitive measures in the classroom (no more than three pages total). The strategies should be ideas that are new to you as a pre-service teacher. First name the concept, i.e. Proximity, then define the concept and provide examples of how proximity would be used in the classroom and/or why it is effective (comprehension and then application). Plan on approximately one paragraph per concept.

3.) Reflect on your own strengths and areas for development with respect to classroom management. For example, what did you learn from your readings that was particularly significant to you and why, do you plan to manage the classroom differently in the coming year? Plan on no more than one page for this section of the assignment.
VI. Field Experience Guidelines

The field experience is an important component of the teacher preparation program at George Mason University. The field experience requirement for EDUC 539 can be satisfied through one of two ways. Students can choose between A.) Field Experience Activities identified below, or B.) an Action Research Project. Selections should be made by September 7th (please complete the form provided and hand it in).

Due Date: December 7, 2005

A. FIELD EXPERIENCE ACTIVITIES

Placement Site: Public or private elementary, middle, or secondary school classroom. To meet the criteria for K-12 licensure ESL students must conduct their field experiences at different grade levels (K-12) throughout the program.

Objectives:

1. To become familiar with student characteristics - including the stage theories of development, age-level characteristics, and student variability.
2. To observe the role of teachers in elementary and secondary school settings and gain experience in working with school age students.
3. To become aware of the ways in which educational theories and research in the areas of motivation, individual differences, classroom management, the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment is applied to instruction.
4. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
5. To assess one’s potential to assume the responsibilities of a teacher.

Required Activities:

1. The student will write a two - three page reflective statement about their field experience activities and what they learned from their experiences. The following questions may serve as a guide for the reflective essay;

   What did you learn regarding the content of EDUC 539:
   a. Developmental levels
   b. Motivational techniques
   c. Provision for different student needs, thinking and learning preferences.
   d. Different views of learning and teaching (e.g. behavioral, cognitive, constructivist).

   What impact will this field experience have on your future teaching?
**Selected Activities:**

Based on the student’s interests, experience level, and field assignment, each student will select and complete three out of the four the activities listed below:

1. **Lesson Plan (one to two pages)**
   
   Based on your observations, identify two lessons that were particularly meaningful to you (preferably from different grade levels). Write a summary of the lessons that includes the components from the guide for lesson planning (use the FAST TRAIN Lesson Plan format in the appendix). How was the lesson introduced? Presented? What type of student interactions took place? Student/student interactions? Assessment techniques? What resources were used?

2. **Teacher Interview (two pages)**

   Interview two teachers from your field experience using the following questions as a guideline. You may elect to add additional questions based on your own areas of interest and concern;

   1.) What instructional approaches work well for this age group, or class?
   
   2.) In terms of classroom management, what strategies are most effective for your students?
   
   3.) What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
   
   4.) In what ways do you assess student achievement?
   
   5.) How would you describe your teaching style?
   
   6.) How has your teaching style changed since you first started your career?

3. **Classroom Observation Techniques (two pages)**

   Observe classroom interaction patterns during two lessons that you observe. Record the data using one of the methods presented in class. Analyze the data and write a one page summary about the interaction patterns you observed during the two lessons. How could this data be of use to a classroom teacher? Submit the actual data and analysis for each lesson.

4. **Practice Lesson**

   Under the guidance of the mentor teacher develop and teach a lesson to the class (use appendix A). Obtain the feedback from the cooperating teacher. Submit your lesson plan and a one page reflection describing the effectiveness of the lesson.
B. ACTION RESEARCH PROJECT

If you are presently teaching you should conduct the Action Research Project in your class. If you are not teaching, but would like to conduct the project, you can ask your mentor teacher if s/he would like to collaborate. Please check with your mentor or school official to determine which activities require parental permission (possibilities: questionnaires, videotaped observations, interviews).

You should examine a topic that relates to the content of EDUC 539. Some of the content areas are listed below, along with broad questions (your research question will be more specific).

- **Cognitive, Language, Personal, Social and Emotional Development** - e.g. How can instructional activities be aligned with students’ cognitive, language, personal, social and emotional development levels?

- **Styles of Thinking and Learning** - How can instruction relate to different styles of thinking and learning? Different learner needs?

- **Views of Learning** - Which views of learning - social cognitive, constructivist and/or behavioral does the instruction reflect?

- **Motivation in Teaching and Learning** - How can I best motivate my students according to their developmental levels, needs and characteristics?

**Action Research Guidelines**

The Action Research Report is due on December 7th. Please do not exceed ten to twelve pages, double-spaced, single sided. The report should be organized according to the following format:

1. **PURPOSE**: What is the basic idea or purpose of the study? Why did you select or design this activity? What did you want to learn? Why? How does it relate to course content, and field experience objectives?

2. **PARTICIPANTS**: Description of participants (e.g. language/cultural affiliation, number, age, etc.) What other participant characteristics are relevant to this study?

3. **RESEARCH QUESTION**: What was your research (or, guiding) question? Did you have any hypothesis, or expectations?

4. **LITERATURE REVIEW**: In order to properly address a research question you need to be familiar with previous investigations of your topic. You should conduct a literature review in which you cite and summarize approximately 12 or more sources, and discuss how they informed your topic.
4. **METHODS**: What were your methods? How did you go about conducting the study? Why?

5. **RESULTS**: What were the results? What happened? What was the outcome? Please include a description of the data which the study produced (ex: questionnaire, frequencies, or summaries of interview answers). Be sure to describe key findings from the results.

6. **CONCLUSIONS/RECOMMENDATIONS**: What are your conclusions? How do they relate to the course content? Research literature? What impact will this study have on your teaching? Do you have any recommendations for further study? Other recommendations?

### Class Schedule

**Outline of Topics / Activities**

**August 31, 2005**

Introduction, Course Overview, Teachers and Teaching – A Panel Discussion

**September 7, 2005**

Looking at the Past to Understand the Future, Using Theory to Guide Practice
Readings: Chap. 1, Teachers, Teaching, and Educational Psychology and
*Submit Field Experience Selection Form – September 7th

**September 14, 21, & 28, 2005**

Understanding the Student (early childhood through adolescence)
Readings: Chap. 2, Cognitive Development and Language, and Chap. 3, Personal, Social, and Emotional Development
*Complete Child Abuse Module, Certificate Due Sept. 15th (Assignment #1)
*Writing Log Due – Sept. 21st (Assignment #2)

**October 5 & 12, 2005**

Styles of Thinking and Learning,
Readings: Chap. 4, Learner Differences and Learning Needs
*Understanding the Learner Assignment Due October 12th

**October 19, 2005**

Independent Study – Work on Class Assignments and Field Experience
October 26, 2005

Multicultural Education / Third Culture Kids
Readings: Chap. 5, Culture and Community

November 2, 2005

New Approaches to Teaching and Learning – Presentations
Readings: Chap. 6, Behavioral Views of Learning, Chap 7, Cognitive Views of Learning and Chap 9, Social Cognitive and Constructivist Views of Learning

November 9, 2005

New Approaches to Teaching and Learning – Presentations
Readings: Chap. 10, Motivation in Teaching and Learning

November 16, 2005

Chap. 11, Creating Learning Environments
Classroom Management Assignment Due

November 23, 2003

Thanksgiving Recess / Independent Study

November 30, 2005

New Approaches to Teaching and Learning – Presentations
Readings: Chapter 13, Teaching for Self-Regulation, Creativity, and Tolerance

December 7, 2005

Final Class Session! Celebratory Dinner
Field Experience / Action Research Project Report Due, Course Evaluations
## Scoring Rubric: Understanding the Learner

<table>
<thead>
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<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A 95-100</td>
<td><strong>EXCELLENT</strong></td>
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</tbody>
</table>
| A- 90-94 | * clearly written paper with few stylistic or grammatical errors  
* use of four or more references from peer reviewed sources  
* correct use of APA format and referencing throughout the paper  
* content is organized and presented effectively  
* content presented is informative, related to course objectives, and enhances teaching effectiveness |
| B+ 85-89 | **COMPETENT** |
| B 80-84 | * clearly written paper with some stylistic or grammatical errors  
* use of three references from peer reviewed sources  
* partially correct use of APA format and referencing throughout the paper  
* content is organized and presented effectively  
* content presented is informative, related to course objectives, and enhances teaching effectiveness |
| C+ 75-79 | **MINIMAL** |
| C 70-74 | * paper contains stylistic or grammatical errors  
* use of less than three references from peer reviewed sources  
* incorrect use of APA format throughout the paper  
* content could be organized and presented more effectively  
* information is unrelated to course objectives |
| D less than 70 | **UNSATISFACTORY** |
Scoring Rubric: New Methods of Teaching Presentation

<table>
<thead>
<tr>
<th>Rating</th>
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<td>A  95-100</td>
<td>EXCELLENT</td>
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</table>
| A- 90-94 | - Uses a format that promotes audience interest and active participation  
- Use of at least three types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.  
- Focuses on a few key concepts and provides clear statement of the objectives  
- Allows sufficient time for questions and discussion  
- Adheres to the time limitations  
- Evaluations forms are submitted for each member of the group  
- Distribution of a class hand-out (one to two pages) which identifies key concepts, resources, and is appropriately referenced. |
| B+ 85-89 | COMPETENT |
| B  80-84 | - Use of at least two types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.  
- Uses a format that maintains audience interest and active participation  
- Focus is too broad and provides minimal statement of objectives  
- Distribution of a class hand-out (one to two pages)  
- Allows some time for questions and discussion  
- Time limitations are not met  
- Completion and return of most of the group evaluation forms  
- Hand-out is provided, but has minimal information |
| C+ 75-79 | MINIMAL |
| C  70-74 | - Minimally maintains audience interest and participation  
- Audience is not engaged with the presentation  
- Use of one instructional method  
- Lacks instructional focus  
- Hand-out is not provided, or is provided with minimal information  
- Presentation is considerably shorter or longer than the time allocated  
- Completion and return of some of the group evaluation forms  
- Time is not provided for questions and discussion |
| D less than 70 | UNSATISFACTORY |
Scoring Rubric: Classroom Management

<table>
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<td>EXCELLENT</td>
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<tr>
<td>A-</td>
<td>3.5</td>
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<tr>
<td>B+</td>
<td>COMPETENT</td>
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<tr>
<td>B</td>
<td>2.5</td>
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<tr>
<td>C</td>
<td>MIMIMAL</td>
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<tr>
<td>D</td>
<td>UNSATISFACTORY</td>
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</table>

- Clearly written paper with few stylistic or grammatical errors
- Identification of 12 or more classroom management strategies
- Each strategy includes an explanation and example of the concept
- Use of four or more references from peer reviewed sources
- Correct use of APA format and referencing throughout the paper
- Content is organized and presented effectively
- Reflective statement shows evidence of critical thinking and connections to teaching effectiveness

- Clearly written paper with some stylistic or grammatical errors
- Identification of less than 12 classroom management strategies
- Each strategy includes an explanation but examples are not adequate
- Use of less than four references from peer reviewed sources
- Partially correct use of APA format and referencing throughout the paper
- Content could be organized and presented more effectively
- Reflective statement is a summary of concepts that are not applied to teaching effectiveness

- Paper contains stylistic or grammatical errors
- Identification of less than 10 classroom management strategies
- Explanation of concepts is inadequate and examples are not provided
- Use of less than four or more references from peer reviewed sources
- Incorrect use of APA format and referencing throughout the paper
- Content could be organized and presented more effectively
- Reflective statement is a summary of concepts that are not applied to teaching effectiveness

- Unsatisfactory
## Scoring Rubric: Field Experience

<table>
<thead>
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<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A  4</td>
<td>EXCELLENT</td>
</tr>
</tbody>
</table>
| A- 3.5 | - Responses to all areas are thorough  
|        | - Writes clearly with few stylistic and grammatical errors  
|        | - Organizes paper in deliberate manner  
|        | - Reflects thoughtfully for all areas  
|        | - Supports analysis and application by frequently citing class content  
|        | - Applies knowledge to future teaching situations |
| B+ 3   | COMPETENT               |
| B  2.5 | - Responds incompletely to some areas  
|        | - May write with some lack of clarity and/or consistent stylistic or grammatical errors  
|        | - May organize paper in loose fashion that is difficult to follow  
|        | - May not reflect for all areas or does not reflect with depth  
|        | - Supports analysis by citing class content inaccurately or using few citations  
|        | - May not apply knowledge to future teaching situations |
| C  2   | MINIMAL                 |
|        | - Does not respond to all areas and/or incompletely to some areas  
|        | - Writes with some lack of clarity and/or many stylistic and grammatical errors  
|        | - Organizes paper in fashion that is difficult or impossible to follow  
|        | - Does not reflect for all areas or does not reflect with depth  
|        | - Does not support analysis by citing class content  
|        | - Does not apply knowledge to future teaching situations |
| < 2    | UNSATISFACTORY          |
### Scoring Rubric: Action Research Project

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A to A- (3.5 - 4.0)</td>
<td>EXCELLENT</td>
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- Rationale for topic selection clear
- Addresses each section of the project thoroughly (based on outline provided)
- Strategies used to clarify theories, including literature review, are thorough
- Research design, including research question and anticipated process, are stated clearly
- Data collection plan is valid and reliable, results provided
- Strategies for data analysis and interpretation are reasonable
- Plans for implementing results are practical and possible
- Results, discussion, recommendation are thorough and reasonable.
- Project written clearly with few grammatical errors.

| B – to B+ (3.0 – 3.4) | COMPETENT |

- Rationale for topic selection clear
- Sections of the project are not thorough
- Strategies used to clarify theories, including literature review, are mostly thorough
- Research design basically clear, though stated with some ambiguity
- Data collection plan is mostly valid and reliable
- Strategies for data analysis and interpretation are mostly reasonable
- Plans for implementing results are mostly practical and possible
- Results, discussion, recommendation are mostly reasonable.
- Project written mostly clearly, with some grammatical errors.

| C- to C+ (2.0 – 2.9) | MINIMAL |

- Rationale for topic selection not clear
- Strategies used to clarify theories, including literature review, are incomplete
- Research design stated ambiguously
- Data collection plan is not completely valid and reliable
- Strategies for data analysis and interpretation are incomplete
- Plans for implementing results are not practical
- Results, discussion, recommendation are not reasonable.
- Project written with significant grammatical errors.

| D (< 2.0) | UNSATISFACTORY |
FAST TRAIN Programs
Lesson Plan Format

Intern: ______________________________________ Grade Level: __________________________

Title: ______________________________________ Date: ________________________________

I. Objectives
   • State what students will be able to do as a result of this experience.
   • List national, state, or local objectives, if possible.

II. Materials for Learning Activities
   • List the texts, equipment, and other materials to be used by the students.
   • List the materials, including equipment or technology used by the teacher in presenting the experiences.

III. Procedures for Learning Activities
   • Introduction – outline procedures for activating prior knowledge and student interest.
   • Instructional strategies – outline what the teachers and students will do.
   • Summary – outline how you will close.
   • Give estimated time for each phase of the experience (introduction, instruction, summary).
   • Describe extensions or connections to other lessons.

IV. Assessment
   • Outline the procedures and criteria that will be used to assess each of the stated objectives.
   • Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

V. Differentiation
   • List adaptations that will be made for individual learners.
   • Based on assessment data.

VI. Reflection
   • After the lesson, reflect on what went well and what didn’t go well. Write changes you might implement the next time the lesson is taught.