

George Mason University
College of Education and Human Development
Graduate School of Education

EDCI 544-001: Curriculum and Methods of Teaching in Elementary Education
Fall 2012

Instructor: Dr. Renée Falconer

Phone: 703-352-0785

Email: rfalcone@gmu.edu

Office Hours: Monday 7:10 – 8:00 p.m. or by appointment

Course Description:

Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

This course requires 15 hours of field work in a designated school.

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/> The core values addressed in this course are innovation, research based practice, collaboration, social justice, and ethical leadership.

Prerequisite(s): Admission into elementary education graduate program; must be taken in programmatic sequence.

Hours of Lecture or Seminar per week: 3

Student Outcomes

Students will be able to:

- A. Identify and discuss the essential attributes of the effective teacher for the 21st century.
- B. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity.
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling).
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students.
- E. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations.
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use.
- G. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students.
- H. Select from multiple models of instruction to meet particular learning goals, provide a variety of instructional experiences, and adapt each to meet the needs of diverse students.
- I. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents.

Standards

INTASC Standards

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
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.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
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.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

1. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
2. The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
3. The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
4. A commitment to professional growth and development through reflection, collaboration, and continuous learning.
5. The ability to use computer technology as a tool for teaching, learning, research, and communication.

ACEI/NCATE Program Standards for Elementary Teacher Preparation

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

International Society for Technology in Education National Educational Technology Standards

- V. PRODUCTIVITY AND PROFESSIONAL PRACTICE-Teachers use technology to enhance their productivity and professional practice. Teachers:
1. Use technology resources to engage in ongoing professional development and lifelong learning.
 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
 3. Apply technology to increase productivity.

The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Relationship of Student Outcomes to INTASC Standards

Student Outcomes	INTASC Standard
A.	9
B.	3
C.	7
D.	5
E.	5, 6
F.	8
G.	2, 3, 4
H.	3, 7
I.	9, 10

Required Texts

Eby, J. W., Herrell, A. L., & Jordan, M. (2009). Teaching in the elementary school: A reflective action approach. (6th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). Classroom management for elementary teachers. (9th Ed.) Boston: Pearson, Allyn & Bacon.

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

National Association for the Education of Young Children (NAEYC): *Guidelines for developmentally appropriate practice.* (<http://www.naeyc.org/about/positions/>)

GRADING POLICIES:

The final grade for this course will be based on the instructor's evaluation of the teacher candidate's achievement and progress. Each will be rated according to a rubric indicating the following general rating scale or according to an attached rubric for specific assignments:

4	=	Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at an exemplary level.</u>
3	=	Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria <u>at a competent level.</u>
2	=	Work <u>partially</u> meets basic requirements and performance criteria.
1	=	Work meets basic requirements and performance criteria <u>at a minimal level.</u>
0	=	Work does not meet basic requirements or performance criteria.

The performance ratings for each assignment/requirement will be averaged, and the final grade will be assessed according to the following four-point grade scale:

3.76 - 4.0	=	A
3.5 - 3.75	=	A-
3.3 - 3.49	=	B+
2.76 - 3.29	=	B
2.5 - 2.75	=	C+
1.6 - 2.49	=	C
1.1 - 1.5	=	D
0 - 1.0	=	F

Course Requirements and Assignments

Assignment	%
Objective Writing	5
Group Practice Lesson Plan & Individual Reflection	5
Group Lesson Plan/Presentation & Individual Reflection	15
Individual Lesson Plan	15
Final Lesson Plan	15
Field Observation Reports*	35
Participation	10

*Designated performance-based assessment

Assignments

1. Objective Writing. After group practice on writing objectives, students will individually write an objective for each of three SOLs based on appropriate developmental practice and student outcomes. (Outcomes A-H)
 2. Practice Lesson Plan. In groups, students will (a) write a lesson plan, and (b) write an *individual* reflection on the process. (Outcomes B-H)
 3. Group Lesson Plan Presentation and Reflection. In small groups, students will select one of the instructional strategies (sign up for this will be done in class). The group will identify an elementary grade level, content area, SOL and content standard, and design a short lesson (20 minutes) using that strategy. The lessons will be presented during the appropriate class session. An individual reflection will be due within 5 days of teaching that lesson. (Outcomes B-H)
 4. Individual Lesson Plan #1. Each student will identify a grade level, SOL and content standard, and design a complete lesson (15 minutes). The lesson will follow the Mason Elementary Program Lesson Plan Format and include all aspects. (Outcomes B-H)
 5. Individual Lesson Plan #2. Students will write a complete lesson plan using the strategies learned following the Mason Elementary Program Lesson Plan Format. (Outcomes B-H)
 6. Field Observation Reports. Students will observe in network schools throughout the semester. There are specific observations to complete. These will then be compiled into a field observation report and reflections (with citations) will be added for each. The specific observations and items to observe will be handed out in class but will include:
 - Observation report on context and layout of the classroom;
 - Two lesson observations (one each on mathematics, social studies, or science), and
 - Two on management: (one a macro view of the classroom's *routines and rules* and one a micro view of *behavior management and guidance strategies for students*).(Outcomes A-I)
- This assignment will be the designated **Performance Based Assessment** (PBA) for the course.
7. Participation. Students will be assessed on class participation, evidence of readiness for class discussions, and group activities. (Outcomes A-I)

Rubrics used to evaluate these assignments are attached.

Rubric for ASSIGNMENT #1

Objective Writing Assignment Checklist

Name _____

Criteria	Rating
Three developmentally appropriate SOLs provided	
Three objectives are clearly stated in terms of observable student outcomes	
Reflection on the process of writing objectives.	

Average rating: _____

Each criterion will be rated according to the following general rating scale:

- 4 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.**
- 3 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a competent level.**
- 2 = Work partially meets basic requirements and performance criteria.**
- 1 = Work meets basic requirements and performance criteria at a minimal level.**
- 0 = Work does not meet basic requirements or performance criteria.**

Rubric for ASSIGNMENT #2

First Group Lesson Plan Project

Purpose: This assignment will provide students with practice in selecting appropriate state standards, designing an objective, and then creating a lesson plan to implement the standards and teach to the objective.

Procedure: In a small group, you will identify a grade level and subject content. You will select an SOL to teach. You will use the GMU elementary lesson plan format. One team member will submit the lesson plan (identifying all members of the team), but each member will submit an individual reflection on the process.

Evaluation Criteria	Rating
Plan includes state standards and shows consistency between standards, objective, procedures and assessment.	
Objective is clearly stated in terms of observable student outcomes.	
Procedures include an introduction, appropriate instructional strategies, and a closure; all activities are relevant, engaging, and motivating for students, and all aspects of the plan are developmentally appropriate.	
Assessment shows evidence of student learning in relation to the objective.	
Plan includes differentiation (learning, behavioral and cultural) appropriate to your students.	
AVERAGE RATING	

Each criterion will be rated according to the following general rating scale:

- 4 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.**
- 3 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a competent level.**
- 2 = Work partially meets basic requirements and performance criteria.**
- 1 = Work meets basic requirements and performance criteria at a minimal level.**
- 0 = Work does not meet basic requirements or performance criteria.**

Rubric for ASSIGNMENT #3

Group Lesson Plan Project and Presentation

Purpose: This assignment will provide students with practice in selecting appropriate state standards, designing an objective, and then creating a lesson plan to implement the standards and teach to the objective, using one instructional strategy as discussed in Eby et al.

Procedure: In a small group, you will identify a grade level and subject content. You will select an SOL to teach. You will use the Mason elementary lesson plan format for the section you will teach. Your group will present and teach a 15 minute lesson to the class using that strategy. One team member will submit the lesson plan (identifying all members of the team), but each member will submit an individual reflection on the process and how the lesson went, including what you might do differently.

Evaluation Criteria	Rating
Plan includes state standards and shows consistency between standards, objective, procedures and assessment.	
Objective is clearly stated in terms of observable student outcomes.	
Procedures include an introduction, appropriate instructional strategies, and a closure; all activities are relevant, engaging, and motivating for students, and all aspects of the plan are developmentally appropriate.	
Teaching the lesson: instructional strategy is completed accurately, lesson is engaging to students, materials are organized, and timing has been rehearsed.	
Assessment shows evidence of student learning in relation to the objective.	
Plan includes differentiation (learning, behavioral and cultural) appropriate to your students.	
Reflection indicates deep, thoughtful analysis of lesson's strengths and weaknesses and ideas for improvement. Did students meet the objectives of the lesson?	
AVERAGE RATING	

Each criterion will be rated according to the following general rating scale:

- 4** = **Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.**
- 3** = **Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a competent level.**
- 2** = **Work partially meets basic requirements and performance criteria.**
- 1** = **Work meets basic requirements and performance criteria at a minimal level.**
- 0** = **Work does not meet basic requirements or performance criteria.**

Rubric for ASSIGNMENT #4

First Individual Lesson Plan

Name: _____

Evaluation Criteria	Rating
Plan includes state standards	
Objective is clearly stated in terms of observable student outcomes.	
Procedures include an introduction, appropriate instructional strategies, and a closure.	
All activities are relevant, engaging, and motivating for students, and all aspects of the plan are developmentally appropriate.	
Content is accurate.	
Plan is appropriate to the purpose of content area (inquiry, discovery, discussion, role play, simulation, direct instruction, cooperative learning, and/or integration)	
Assessment shows evidence of student learning in relation to the objective.	
Plan includes differentiation appropriate to your students.	
Plan shows consistency between standards, objective, procedures and assessment.	
Reflection shows deep, thoughtful analysis of the planning process, lesson's strengths and weaknesses and ideas for improvement.	
AVERAGE RATING	

Each criterion will be rated according to the following general rating scale:

- 4 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.**
- 3 = Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a competent level.**
- 2 = Work partially meets basic requirements and performance criteria.**
- 1 = Work meets basic requirements and performance criteria at a minimal level.**
- 0 = Work does not meet basic requirements or performance criteria.**

Assignment #5
Rubric for 2nd Individual Lesson Plan

Name:

Date:

<i>Levels:</i>	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
<i>Criteria:</i>					
INTASC Standard 7: Objectives ACEI 3.1; 3.3; 3.4	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
INTASC Standard 7: Standards and Alignment ACEI 2.1-2.6;	Key standards are referenced. Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards). Standards, objectives, procedures and assessment in lesson plan are consistent	Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent	No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent	
INTASC Standard 5, 6 & 7: Resources & Teacher-Created Supporting Materials ACEI 1.0; 3.1; 3.3; 3.4; 3.5; 4.0	Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson	Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Many resources needed for lesson are not included in plan. No supporting materials are included.	
INTASC Standard 4 &	Activities include	Activities include	Activities include	Activities do not	

<i>Levels:</i>	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
<i>Criteria:</i> 5: Instructional Activities ACEI 1.0; 3.1; 3.2; 3.4; 4.0	introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating. Students of many learning styles and strengths can benefit from activities.	introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating. Activities are accessible to students of more than one learning style of strength.	minimal introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating. Activities are not accessible to students with different learning styles and strengths.	include introduction, strategies/ procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating. No attempt is made to individualize activities for learning styles or strengths.	
INTASC Standard 8: Assessment ACEI 4.0; 5.1	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	
INTASC Standard 3: Differentiated Instruction ACEI 1.0; 3.2; 4.0	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.	Lesson includes some differentiated instruction for gifted students and students with special needs.	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs.	No differentiation of instruction is mentioned.	
INTASC Standard 2: Developmentally Appropriate ACEI 1.0; 3.2; 3.4; 4.0; 5.1	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Some, but not all, objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	

Average Rating:

Rubric for Assignment #6
Field Observation Reports (PBA):

Name: _____

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
INTASC 5, ACEI 3.4, 3.5 (motivation/behavior) Context, description and layout of classroom	Limited description, missing components,	Components named without details. Minimal reflection and connection to course content.	Some level of descriptions, beginning analysis, and some reflection on benefits or challenges of impact. General connections to course content.	Detailed descriptions, analysis, and reflection on benefits or challenges of impact. Specific connections to course content.
INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning) Lesson 1	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning) Lesson 2	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
INTASC 5; ACEI 1, 3.4, 3.5 Macro Management (routines and rules)	Failed to identify or describe required rules and routines	Identified some routines and rules. Failed to give adequate examples and reflections. Minimal connections to course content.	Identified rules and routines. Gave examples. Comprehensive reflections. General connections to course content.	Clearly identified routines and rules with detailed examples and in depth reflections. Specific connections to course content.
INTASC 5 ACEI 1, 3.4, 3.5 Micro Management (behavior management and guidance)	Failed to identify or describe required behavior management /guidance	Identified some behavior management and guidance techniques. Reflection cursory. Minimal connections to course content.	Identified behavior management/ guidance techniques with examples. Gave comprehensive reflections. General connections to course content.	Clearly identified behavior management and guidance techniques with detailed and in depth reflections and examples. Specific connections to course content.

Total rating scores:

Average Rating:

R. Falconer, 8/2012

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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.
- *Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.*
- *Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Elementary Program Policies

Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Prior consent of the instructor must be received for late assignments. If prior consent is not received, ratings will be reduced.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and Standard English usage and mechanics are expected of graduate students.

R. Falconer, 8/2012

Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

Schedule for Class Content and Assignments
EDCI 544: Fall 2012

Date	Focus	Readings	Assignments Due
Week 1 Aug. 27	Overview of course. Reflecting on teaching. INTASC, ACEI and NBPTS standards	Eby et al., Chapter 1	
Week 2 Sept. 10	Managing the classroom environment & student interactions.	Eby et al., Ch 2. Evertson et al Chs 1 & 2.	
Week 3 Sept. 17	Planning: objectives and lesson plans. Routines.	Eby et al., Ch 3.	
Week 4 Sept. 24	Planning curriculum.	Eby et al., Ch 4	Objective Writing
Week 5 Oct. 1	Instruction: Planning and Implementing; Differentiating	Eby et al., Ch 5, Evertson ch 5	
Week 6 *TUESDAY Oct. 9	Active & authentic learning methods.	Eby et al., Ch 6. Evertson, Ch 11	Group Practice Lesson Plan & Individual Reflection
Week 7 Oct. 15	Teaching strategies	Eby et al., Ch 7. Evertson et al Ch 6.	
Week 8 Oct. 22	Classroom discussion and questioning for higher level thinking.	Eby et al., Ch 8.	
Week 9 Oct. 29	Standards versus creativity. Guest speaker Alan Borhauer	Eby et al., Ch 9	
Week 10 Nov. 5	Teach group lesson plan using selected strategy.		Group lesson plans #2 Teach plans
Week 11 Nov. 12	Assessment of student progress. Guest speaker Kelly Ayers.	Eby et al., Ch 10	Reflection on teaching group lesson plan Individual Lesson Plan #1
Week 12 Nov. 19	Managing the classroom for learning. Guest speaker Jesse Kraft	Evertson et al Chs 3, 4, 5 and 6	
Week 13 Nov. 26	Appropriate student behavior; teacher's role Managing: problem behavior and special groups	Evertson et al Chs 7 and 8 Evertson Ch 9 and 10	Individual lesson plan #2
Week 14 Dec. 3	School-community and teaching effectiveness	Eby et al., Ch 11 and 12	PBA Field Observation Log
Week 15 Dec. 17	Exam		