

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 2013

Thompson Hall, Room 1020: Mondays, 4:30-7:10 pm

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Office Hours: Monday 3:30 – 4:00 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.

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 and 15 hours field experience in an assigned school.

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 Model Core Teaching Standards (2011)

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 engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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.

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.

Required Texts

Herrell, A. L., Jordan, M. L., & Eby, J. W. (2013). Teaching in the elementary school: A reflective action approach. (6th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Evertson, C. M., Emmer, E. T. (2013). 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>)

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	10
Individual Lesson Plan	10
Final Lesson Plan	20
Field Observation Reports*	40
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. (Objectives A-H)
2. Practice Lesson Plan. In groups, students will (a) write a lesson plan. (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. 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:
 - i. context and layout of the classroom, teacher's philosophy and instructional style;
 - ii. two lesson observations (one each on mathematics, social studies, or science), and
 - iii. 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 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.

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.**

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.**

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 Herrell 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.**

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.	
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
Assessment 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 & 5: Instructional Activities ACEI 1.0; 3.1; 3.2;	Activities include introduction, strategies/procedures and closure, and	Activities include introduction, strategies/procedures and closure, and	Activities include minimal introduction, strategies/ procedures and/or closure, and	Activities do not include introduction, strategies/ procedures and closure, and are	

<i>Levels:</i>	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
<i>Criteria:</i> 3.4; 4.0	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.	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.	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.	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:

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:

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (Field Observation Reports) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].*
- 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

PROFESSIONAL DISPOSITIONS

- Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

- The College of Education & 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**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.*

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. 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.

ASSIGNMENT DETAILS
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Assignments

8. 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. (Objectives A-H)
9. Practice Lesson Plan. In groups of two or three, students will (a) write a lesson plan, and (b) write an individual reflection on the process. (Outcomes B-H)
10. 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 (15 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)
11. 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)
12. Individual Lesson Plan #2. Students will write a complete lesson plan using at least two-three of the strategies learned following the Mason Elementary Program Lesson Plan Format. (Outcomes B-H)
13. Field Observation Reports. Students will observe in network schools throughout the semester. Each student will be given 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 will include:
 - i. one on context and layout of the classroom;
 - ii. two lesson observations (one each on mathematics, social studies, or science), and
 - iii. 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 PBA for the course.
14. Participation. Students will be assessed on class participation, evidence of readiness for class discussions, and group activities. (Outcomes A-I)

Items to accomplish in field experience (*information for your mentor teacher*)

Please discuss these with your cooperating teacher early (on your first day at the school) in the semester so you can plan with him/her.

1. Formal observations of two lessons (social studies, math, and/or science).
Assignment #6: Observation Reports.
2. Class demographic information and classroom context. *Assignment #6: Observation Reports.*
3. Formal observation of macro management issues (classroom's routines and rules). *Assignment #6: Observation Reports.*
4. Formal observation of micro view management (individual students' behavior management and guidance strategies). *Assignment #6: Observation Reports.*

It is suggested that you share the Course Outline with your cooperating teacher so they can give you suggestions for resources, units, and available technology, especially for the lesson plans.

Guide to Writing Learning Objectives

Elementary Education Program/George Mason University

Educational objectives describe specifically what teachers will teach or what students are expected to learn. They are used to organize and select learning experiences. This follows Bloom's taxonomy as described in *Teaching in the Elementary School*, p. 51 (Eby et al. 2009).

- Each objective requires *a verb and a noun*.
- The verb describes the cognitive process that is measurable and/or observable, and
- the noun describes the content or skill to be learned.

FORMAT

Students will be able to MEASURABLE VERB + CONTENT NOUN

EXAMPLE

Students will be able to describe (MEASURABLE VERB) + 3 causes of the Civil War (CONTENT NOUN).

EXAMPLES:

Students will be able to recall the meaning of economic terms.

Students will be able to classify mammals and non-mammals.

Students will be able to explain the water cycle.

Students will be able to distinguish among 3 kinds of Native American shelters. Students will be able to explain how geography impacted Native American shelters.

Students will be able to determine which of a variety of objects will float and which will not.

Students will be able to calculate the area of carpet needed to cover the classroom floor and given the cost of carpet will determine the cost.

Students will be able to justify their preference for choice of Halloween treats.

Students will be able to create a map of their route to school and will be able to describe it.

Measurable Verbs for Learning Objectives
Organized according to Bloom's Taxonomy of Cognitive Processes

<p>1. Remember/Knowledge level</p> <ul style="list-style-type: none"> • Find • Retrieve • Recognize • Recall/memorize • Recite • Choose • Match • Identify • List • Spell • Circle • Underline • Show • Record 	<p>2. Understand/Comprehension level</p> <ul style="list-style-type: none"> • Interpret • Give examples of • Classify • Summarize • Infer • Compare • Explain • Restate • Paraphrase • Define • Contrast • Describe • Illustrate • Represent
<p>3. Apply</p> <ul style="list-style-type: none"> • Change • Adapt • Demonstrate • Implement • Determine • Locate • Match • Sequence • Show how to 	<p>4. Analyze</p> <ul style="list-style-type: none"> • Classify • Differentiate • Distinguish • Organize • Attribute • Diagram • Question • Outline • Examine
<p>5. Create/Synthesis level</p> <ul style="list-style-type: none"> • Create • Generate • Plan • Hypothesize • Speculate • Produce • Build • Design • Dramatize • Compose • Construct • Invent 	<p>6. Evaluate</p> <ul style="list-style-type: none"> • Decide • Consider • Give an opinion • Check • Critique • Verify • Judge • Rank • Prioritize • Justify • Rate • Value

Bloom, B.S. et al. (1984). Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I: Cognitive Domain. Boston, MA: Allyn and Bacon/Pearson Education.

ASSIGNMENT #1

Objective Writing Assignment Checklist

Name _____

ASSESSMENT RUBRIC

Criteria	Rating (0-4)
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.**

LESSON PLAN FORMAT
ELEMENTARY EDUCATION PROGRAM

I. Objectives

- State what students will be able to do as a result of this experience.
- List national (NCSS, NCTM, or NSTA), state (SOL) objectives.

II. Materials for Learning Activities

- List the texts, equipment, and other materials (including teacher made 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 including formative and summative.
- 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.
- List adaptations to assessment required.

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.

ASSESSMENT RUBRIC

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.**

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.

ASSESSMENT RUBRIC

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.**

ASSIGNMENT #4

Individual Lesson Plan

Name: _____

ASSESSMENT RUBRIC

Evaluation Criteria	Rating
Plan includes state standards	
Objective is clearly stated in terms of observable student outcomes.	
Procedures include an introduction, appropriate instructional strategies, checking for understanding, higher level questioning 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.**

Rubric for 2nd Individual Lesson Plan Assignment #5

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 & 5: Instructional Activities ACEI 1.0; 3.1; 3.2; 3.4; 4.0	Activities include introduction, strategies/procedures and closure, and provide a logical path	Activities include introduction, strategies/procedures and closure, and provide a logical path	Activities include minimal introduction, strategies/ procedures and/or closure, and relate peripherally to	Activities do not include introduction, strategies/ procedures and closure, and are unrelated to objectives.	

<i>Levels:</i>	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Rating
<i>Criteria:</i>					
	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.	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.	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.	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:

ASSIGNMENT # 6

Field Observation Reports and Reflections**Purpose:**

- To observe how curriculum and management happen in the elementary grades;
- to gain practice in recognizing management strategies in all aspects of a classroom;
- to consider various aspects of teaching such as strategies, grouping, student involvement and assessment;
- to think about teaching in relation to students, the purposes of education;
- to practice analyzing the strengths and weaknesses of a lesson.

Field Observation Reports

Students will observe in network schools throughout the semester. You are expected to observe for a total of 15 hours for EDCI 544. During this time, each student will collect information in order to complete 5 reports based on observation of (a) the classroom environment, (b) instruction/lessons, and (c) classroom management. These will then be compiled and reflections (with citations/references) will be added for each. The specific topics and items on which to report will include:

1. Demographic information and classroom context (teacher expectations, teaching style, assessment, differentiation and procedures).
2. Reports on a formal observation of two lessons (social studies, math, and/or science)
3. Report on observation of macro-management issues (classroom's routines and rules)
4. Report on observation of micro-management issues (individual students' behavior management and guidance strategies)

Please discuss these with your cooperating teacher early (NOW) in the semester so you can plan with him/her.

- After observations, complete notes for the relevant report based on data collected.
- Begin each report with an **introductory paragraph** that briefly explains the focus of the observation and refers to the relevant course content (what do you know about the focus).
- Conclude each report with a **reflection** in which you:
 - Summarize what you saw.
 - Interpret what you have observed by connecting it to the course content (include citations).
 - Raise questions about what you have observed as it relates to the course content.
 - Identify any diverse circumstances that may have an impact on instruction and/or learning.

Focused/Targeted Reports on Observations1) ***Context of the Classroom:***

- a) Grade level
- b) Classroom demographics (# of children, diversity, gender)
- c) Classroom arrangement and organization
- d) Bulletin boards

- e) Classroom teacher(s); experience; instructional styles; grouping; assessment; expectations, differentiation etc.
- f) And more – see handout.

2) ***Observation of Lessons Reports:***

Observe two lessons on different days (social studies, math, or science). Take notes on what you see and hear. Use the School Observation Lesson Form to focus your observation and note-taking. After observing the lesson, write a reflection. In your written reflection:

- describe what you observed in each category on the observation form;
 - discuss the lesson in relation to the purposes of elementary curriculum; and
 - analyze the strengths and weaknesses of the lesson including suggested improvements, if any.
- (The reflections on your lesson observations should draw on Eby et al.)*

3) ***Classroom Management Report:***

Two management reports based on observations (see attached handouts for guiding observations and data collection),

- a) Rules and routines: Macro-management (whole class)
- b) Behavior management and guidance with individual students (micro-management)

(The reflection on the management observation reports should draw on Eby et al. and Evertson et al.)

CONTEXT OF CLASSROOM OBSERVATION SUGGESTIONS

Grade level

Classroom demographics (# of children, diversity, gender)

Classroom arrangement and organization

Bulletin boards

Classroom teacher(s)

Materials and Products

Look around the room: What evidence of types instruction do you see? Materials? Books? Charts? Student work/products? Technology?

Learning Community

What evidence of the classroom as a learning community do you see?

Instructional Orientation

What evidence of the key instructional orientations do you see? e.g.,
Inquiry? Discovery?
Critical Thinking? Questioning?
Cooperative learning?

Assessment

What evidence of assessment do you see? Methods? Formal/Informal? Formative/Summative? Questioning? Checking for Understanding?

Grouping Practices

What evidence of varied grouping practices do you see?
Whole Group Instruction?
Small Group Instruction?
Pair Work?
Individual Work?

Teacher Activities

What evidence of the teacher's roles do you see?
Teacher as coach/facilitator? Teacher as information provider? Giver of feedback during instruction?

Diversity / Differentiation

What evidence of addressing student diversity do you see?
Cognitive, physical, social, emotional diversity?
Cultural diversity?
Linguistic diversity?
Gender diversity?
Physical diversity?
Diverse abilities?

What else do you see that is important to teaching elementary students?

Use during several observation visits to collect information/data

Observer (intern):

Date and Time of Observations:

School:

Grade Level:

Field Notes

Some Frequently Occurring Classroom Routines: (Macro-management)

Beginning of Class Routine

Handing in assignments routine

Transition to next activity routine

Violation of rule routine

Lining up routine

Other steps:

Use during several observation visits to collect information/data

Observer (intern):

Date and Time of Observation:

School:

Grade Level:

Field Notes

**Observing/Recording Some Frequently Occurring Classroom Rules:
(Macro-management)**

Getting out of seat:

Responding/speaking out:

Communicating during group work/discussion

Makeup work/Completing work:

Violating due dates:

Assignment completion:

Rule violation:

Other:

Use during several observation visits to collect information/data

Observer (intern):

Date and Time of Observation:

School:

Grade Level:

Field Notes

**Classroom Management Behavior Management/Guidance
(Micro-management strategies)**

Recording Examples of Orally Delivered Incentives

Using praise and encouragement

Providing explanations

Offering to help

Accepting diversity/differences

Providing reinforcement or reward

Other

Use during several observation visits to collect information/data

Observer (intern):

Date and Time of Observation:

School:

Grade Level:

Field Notes

**Observing Classroom Management Behavior Management/Guidance
(Micro-management)**

	# of Times Observed in 15 minutes					
	1	2	3	4	5	6
Anticipation						
Back and forth scanning						
Faster pace						
Louder voice/higher pitch						
Greater movement						
Change to other activity						
Other						
Deflection						
<i>Nonverbal</i>						
Moving closer to student						
Personal eye contact						
Facial expression						
Other						
<i>Verbal</i>						
Rule reminder (prompt)						
Name dropping						
Peer recognition						
other						
Reaction						
Warning						
Incentive						
Loss of privilege						
Punishment						
Other						

Observer (intern):

8/11/2013

Date and Time of Observation:

Length of Observation:

School:

Grade Level:

Focus of Observation:

Topic or Theme of Lesson:

LESSON PLAN OBSERVATION GUIDELINES (to be included in Observation Log and Reflections)

Based on the lesson observation and other observations in the classroom, describe what you observe in each of the areas listed below. Use rich, detailed descriptions.

Objective

What was the objective/outcome? How did the teacher inform the students about it?

Materials and Products

What materials were needed? Materials? Books? Charts? Student work/products? Technology?

Procedures

How did the teacher proceed with the lesson? How did the teacher make a link with prior learning?

How did the teacher engage students' interest (hook)?

Which instructional strategies/activities did you identify?

How did the teacher conclude the lesson?

How did the teacher assess learning both formally and informally throughout the lesson? Were formal assessments conducted, and if so, what type?

How did the teacher differentiate for different learning needs?

Instructional Orientation

What evidence of the key instructional orientations did you see?

Inquiry? Discovery learning? Role Playing? Simulation? Critical Thinking? Cooperative learning?

Contracts for independent learning? Learning centers?

Grouping Practices

What evidence of varied grouping practices do you see?

Whole Group Instruction? Small Group Instruction? Pair Work? Individual Work?

Teacher Activities

What evidence of the teacher's roles do you see? Teacher as coach/facilitator? Teacher as information provider? Giver of feedback during instruction?

Diversity

What evidence of addressing student diversity do you see?

Cognitive, physical, social, emotional diversity?

Cultural (ethnic, religious) diversity?

Linguistic diversity?

Gender diversity?

Learning styles?

What else do you see that is important to teaching elementary students?

Field Observation Reports (PBA): Assignment #6

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:**Average:**

Schedule for Class Content and Assignments
EDCI 544-001: Fall 2013

Date	Focus	Readings	Assignments Due
Week 1 Aug 26	Overview of course. Reflecting on teaching. INTASC, ACEI and NBPTS standards	Herrell et al., Chapter 1	
Week 2 Sept 9	Managing the classroom environment & student interactions.	Herrell et al., Ch 2. Evertson et al Chs 1 & 2.	
Week 3 Sept 16	Planning: objectives and lesson plans. Routines.	Herrell et al., Ch 3, Evertson Ch 3.	
Week 4 Sept 23	Planning curriculum.	Herrell et al., Ch 4	Objective Writing
Week 5 Sept 30	Instruction: Planning and Implementing.	Herrell et al., Ch 5, Evertson ch 5	
Week 6 Oct 7	Active & authentic learning methods. Kounin.	Herrell et al., Ch 6. Evertson et al Ch 6.	Group Practice Lesson Plan & Individual Reflection
Week 7 TUESDAY Oct 15	A repertoire of teaching strategies	Herrell et al., Ch 7.	
Week 8 Oct 21	Teach group lesson plan using selected strategy.		Group lesson plans #2 Teach plans
Week 9 Oct 28	Classroom discussion and questioning for higher level thinking	Herrell et al., Ch 8.	
Week 10 Nov 4	Standards versus creativity and strategy based plans. Guest speaker Alan Borhauer	Herrell et al., Ch 9	Reflection on teaching lesson plan
Week 11 Nov 11	Assessment of student progress. Guest speaker Kelly Ayers.	Herrell et al., Ch 10	Individual Lesson Plan #1
Week 12 Nov 18	Managing the classroom for learning. Guest speaker Jesse Kraft	Evertson et al Chs 3 and 4	
Week 13 Nov 25	Appropriate student behavior; teacher's role.	Evertson et al Chs 7 and 8	Individual lesson plan #2
Week 14 Dec 2	Managing: problem behavior and special groups Technology and the classroom. School-community	Evertson Ch 9 and 10 Herrell et al., Ch 11 and 12	PBA Field Observation Reports
Week 15 Dec 16	Exam Week		