

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education**

***EDCI 544 Section 002***  
***Curriculum and Methods of Teaching in Elementary Education (3 credits)***  
Fall 2014 (Aug. 25 – Dec. 1)  
4:30 – 7:10 pm/Mondays  
Robinson Hall A 125

**Professor:** Dr. Shannon King, NBCT

**Office Hours:** By appointment; Skype appointments can also be made (**skype ID:** drshannonking)

**Office Location:** N/A

**Office Phone:** (703)-409-5522

**Email:** spaschal@gmu.edu

**COURSE DESCRIPTION:**

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

B. **University Catalog Course Description:** Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

C. **Expanded Course Description:** N/A

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

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a) Identify and discuss the essential attributes of the effective teacher for the 21<sup>st</sup> century. (INTASC 9)
- b) Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
- c) Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling). (INTASC 7)
- d) Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)
- 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. (INTASC 3)
- f) Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6)
- 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. (INTASC 8)

- 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. (INTASC 1, 2, 3, 4, 8)
- i) Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10)

## **PROFESSIONAL STANDARDS:**

### **INTASC (The Interstate Teacher Assessment & Support Consortium):**

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

**ACEI/NCATE Program Standards for Elementary Teacher Preparation:**

- **Standard 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.
- **Standard 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
- **Standard 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
- **Standard 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
- **Standard 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
- **Standard 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.
- **Standard 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

**The Virginia State Teacher Education Licensure Regulations for Elementary Education:**

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

**International Society for Technology in Education National Education Technology Standards (ISTE-NET):**

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 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

**Virginia State Technology Standards for Instructional Personnel:**

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

**NATURE OF THE COURSE:**

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

**REQUIRED TEXTS:**

Weinstein, C. S. and Romano, M. (2014). Elementary classroom management: Lessons from research and practice (6<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Education, Inc.

Dell'Olio, J.M. & Donk, T. (2007). Models of teaching: Connecting student learning with standards. Thousand Oaks, CA: Sage Publications.

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

\*\*Additional selected readings will be posted on Blackboard.

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. Assignment Descriptions

#### *Weekly Reflections (5 pts. per week/65 pts. total)*

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. Therefore, it is expected that you complete the following each week:

- a. You will **analyze the readings in terms of your prior learning, personal experiences, field experiences, and other readings** and record these responses in a course blog (*3pts/week*). Your blog postings:
  - must be completed before the class period begins.
  - must include the date of posting
  - should be brief, yet thoughtful, and demonstrate genuine consideration of the text.
  - should also attempt to connect across readings/entries and field experiences
  - should be accessible during each class session.
- b. You will be required to **locate at least 1 quality Internet resource** (i.e. websites, organizational and personal blogs, etc.) that relate to your assigned book and article selections every week. These resources must be shared in your blog and should be explicitly referred to within your blog posting along with an evaluation of the resources content and how the resource specifically relates to the readings and/or your future teaching. These will be shared with your peers in a resource/platform that we determine in class collaboratively (*2pts/week*).

#### *Post Class Thoughts (5 pts. per week/70 pts. total)*

At the end of each class, you are expected to complete a brief description of your post class thoughts. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

#### *Attendance and Participation Expectations (5 pts. per week/70 pts. total)*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

*Lesson Plans (24 pts. each/72 pts. total)*

You will write three lesson plans using the GMU lesson plan format provided in class. After studying of the Virginia Standards of Learning curriculum used in Virginia public schools, you will work with your classroom teacher to plan three lessons. These can be in any content area, but should be selected in collaboration with your classroom teacher.

- **Required:** You plan three lessons for your classroom teacher and debrief the lesson with them (in person or electronically)
- **Preferred Options:**
  - Observe your classroom teacher teaching one of the lessons you planned
  - Teach the lesson yourself and upload the lesson video to Edthena

A draft of each lesson is due at least one week prior to it being taught. Your final submission for grading should include hard copies of your 3 lesson plans and your reflections on each (paper/pencil to prompts on lesson plan format or in Edthena). More information regarding each lesson plan will be provided in class. A hard copy of your final product (all three final drafts of your lessons and your reflections) should be submitted in class by November 24<sup>th</sup>.

*Field Observation Reports –PBA (20 points total)*

This assignment will be the designated PBA for the course.

Students will observe in PDS 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 reviewed in class but will include:

- Context and layout of the classroom (Edthena)
- Two lesson observations (one each on mathematics, social studies, or science),
- Two observations 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)

## 2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points/Worth</i>	<i>Percentage</i>	<i>Due Date</i>
A-I	Reflections & Resources Blog	65 points	20%	<u>Weekly</u>
A-I	Weekly Participation	70 points	10 %	<u>Weekly</u>
A-I	Weekly Post Class Thoughts	70 points	10%	<u>Weekly</u>
B, C, G, H, I	Lesson Plans	24pts each/ 72 pts total	10% each/ 30% total	Rough drafts due 1 week prior to teaching; Final drafts due 11/24
A-I	Field Observation Reports*	20 pts	30%	Pt 1: Sept 15 Pt 3: Sept 29 Pt 2: Oct 20

\*Designated performance-based assessment

## 3. GRADING POLICIES

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

*\*Remember: A course grade less than B requires that you retake the course.*

## 4. OTHER EXPECTATIONS

- All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6<sup>th</sup> Edition APA manual, the OWL at Purdue is an excellent resource:  
<http://owl.english.purdue.edu/owl/resource/560/01/>

**\*Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. ***Graduate and professional writing can be difficult; I encourage you to take advantage of this service.***  
[http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the syllabus (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Taskstream** as well as by hard copy in class.

- **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

## 5. Performance-based assessments

- *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 (Edthena)
- ii. Two lesson observations (one each on mathematics, social studies, or science),
- iii. Two observations 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)

## TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 544: 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 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

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ].
- c) 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.
- d) 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/>].



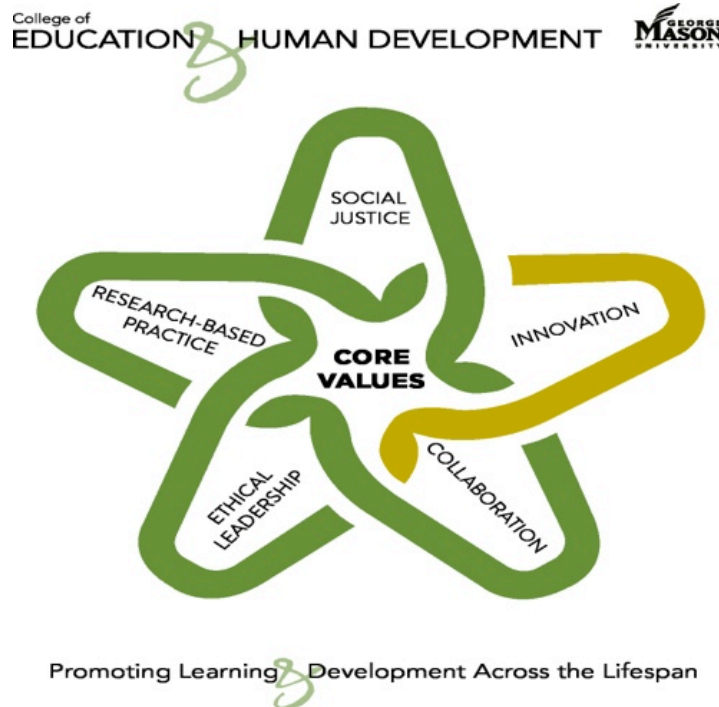
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) 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/>].

## COURSE SCHEDULE

- *Instructor reserves the right to adjust syllabus throughout the semester*

<b>DATE</b>	<b>Topic/Guiding Questions</b>	<b>Assignments Due</b>
<b>Class One</b>  <b>August 25</b>	<b>Introduction to Management and Instruction</b> <ul style="list-style-type: none"> <li>• What are my beliefs about management and instruction?</li> <li>• How do I build community in our classroom?</li> <li>• What is classroom management and how is it different than discipline?</li> <li>• How do you set up your classroom?</li> </ul> <p><i>*Set up blogs in class</i> <i>*Using Edthena/PBA</i></p>	<b>READINGS:</b> Weinstein and Romano, Chapters 1 & 2 <i>(We'll work on these chapters together in class!)</i>
<b>Class Two</b>  <b>September 1</b>	<b>LABOR DAY HOLIDAY</b>	<b>LABOR DAY HOLIDAY</b>
<b>Class Three</b>  <b>September 8</b>	<b>Getting to Know Student Learners</b> <ul style="list-style-type: none"> <li>• How do I build community in our classroom</li> <li>• How do I get to know my students?</li> <li>• In what ways do learner differences inform planning and management?</li> </ul>	<b>READINGS:</b> Weinstein and Romano, Chapters 3, 4, and 6  <b>ASSIGNMENTS:</b> Blog Posting 1 Resource 1
<b>Class Four</b>  <b>September 15</b>	<b>Setting Expectations and Responding to Inappropriate Behavior</b> <ul style="list-style-type: none"> <li>• How do I set expectations for behavior?</li> <li>• How do I establish rules and consequences?</li> <li>• How do I responding to minor, moderate, and severe misbehaviors?</li> <li>• What role will rewards play in my classroom?</li> </ul>	<b>READINGS:</b> Weinstein and Romano, Chapters 5 and 12; p. 215-221 of Chapter 9  <b>ASSIGNMENTS:</b>  Blog Posting 2 Resource 2 PBA Pt 1: Classroom Design (Edthena)

<p><b>Class Five</b></p> <p><b>September 22</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What will I teach and why?</li> <li>• What are standards?</li> <li>• How do we plan for students' diverse needs? (differentiating instruction)</li> <li>• How are management and planning connected?</li> </ul>	<p><b>READINGS:</b> Dell'Olio and Donk, Chapters 1 and 2</p> <p><b>ASSIGNMENTS:</b> Blog Posting 3 Resource 3</p>
<p><b>Class Six</b></p> <p><b>September 29</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• How do I construct meaningful lesson objectives</li> <li>• How are curriculum, instruction, and assessment related?</li> <li>• What are the key elements of direct instruction and how do I use it to plan an effective lesson?</li> </ul> <p><i>*Collaborate with teacher about lesson topics/timing</i></p>	<p><b>READINGS:</b> Dell'Olio, Chapters 3 and 4</p> <p><b>ASSIGNMENTS:</b> Blog Posting 4 Resource 4 PBA Pt 3: Management (macro and micro)</p>
<p><b>Class Seven</b></p> <p><b>October 6</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of direct instruction and how do I use them to plan an effective lesson?</li> <li>• How do I maximize instructional time?</li> <li>• How do I motivate students?</li> </ul>	<p><b>READINGS:</b> Weinstein &amp; Romano, Chapters 8 and 10, Chapter 9, pgs. 200-215</p> <p><b>ASSIGNMENTS:</b> Blog Posting 5 Resource 5</p>
<p><b>Class Eight</b></p> <p><b>October 14</b> <i>*Tuesday</i></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of concept attainment and how do I use them to plan an effective lesson?</li> </ul>	<p><b>READINGS:</b> Dell'Olio &amp; Donk, Chapter 5</p> <p><b>ASSIGNMENTS:</b> Blog Posting 6 Resource 6</p>
<p><b>Class Nine</b></p> <p><b>October 20</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of the inductive model and how do I use them to plan an effective lesson?</li> </ul>	<p><b>READINGS:</b> Dell'Olio &amp; Donk, Chapter 6</p> <p><b>ASSIGNMENTS:</b> Blog Posting 7 Resource 7 PBA Pt 2: Lesson observations; Upload all sections to TaskStream</p>

<p><b>Class Ten</b> <b>October 27</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of cooperative learning and how do I use them to plan an effective lesson?</li> </ul>	<p><b>READINGS:</b> Dell’Olio &amp; Donk, Chapter 9 Weinstein &amp; Romano, Chapter 11</p> <p><b>ASSIGNMENTS:</b> Blog Posting 8 Resource 8</p>
<p><b>Class Eleven</b> <b>November 3</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of role-playing and simulations and how do I use them to plan an effective lesson?</li> </ul>	<p><b>READINGS:</b> Dell’Olio &amp; Donk, Chapter 10 Bb readings</p> <p><b>ASSIGNMENTS:</b> Blog Posting 9 Resource 9</p>
<p><b>Class Twelve</b> <b>November 10</b></p>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of inquiry and how do I use them to plan an effective lesson?</li> </ul>	<p><b>READINGS:</b> Dell’Olio &amp; Donk, Chapter 11</p> <p><b>ASSIGNMENTS:</b> Blog Posting 10 Resource 10</p>
<p><b>Class Thirteen</b> <b>November 17</b></p>	<p><b>Additional Instructional Models and Strategies</b></p> <ul style="list-style-type: none"> <li>• What additional models for instruction exist and how do I use them to plan an effective lesson?</li> <li>• What instructional strategies can I use to enhance instruction?</li> </ul>	<p><b>READINGS:</b> You will be assigned one of the following on 11/10 Dell’Olio and Donk:</p> <ul style="list-style-type: none"> <li>• Chapter 7-Reciprocal Teaching</li> <li>• Chapter 8-QAR</li> <li>• Chapter 12-Synecotics</li> <li>• Chapter 13-Advanced Organizers</li> </ul> <p><b>ASSIGNMENTS:</b> Blog Posting 11 Resource 11</p>
<p><b>Class Fourteen</b> <b>November 24</b></p>	<p><b>Engaging Families in Instruction and Management</b></p> <ul style="list-style-type: none"> <li>• <i>ONLINE CLASS</i></li> </ul>	<p><b>READINGS:</b> Weinstein and Romano, Chapter 7</p> <p><b>ASSIGNMENTS:</b> Blog Posting 12 Resource 12 Three final drafts of lesson plans</p>

<p><b>Class Fifteen</b></p> <p><b>December 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Tying it all together</b></li> <li>• How do I plan units of instruction?</li> <li>• What are my philosophies of management and instruction?</li> </ul>	<p><b>READINGS:</b> Dell’Olio and Donk, Chapter 14 Bb Reading</p> <p><b>ASSIGNMENTS:</b> Blog Posting 13 Resource 13</p>
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## ASSIGNMENT DETAILS EDCI 544

### 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.

- Three lessons to plan/teach and debrief
- Field observation reports
  - This assignment will be the designated PBA for the course.
  - Context and layout of the classroom (Edthena)
  - Teacher's philosophy and instructional style
  - Two lesson observations (one each on mathematics, social studies, or science),
  - Two observations 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)

\*\*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.

### Lesson Plan Rubric

**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 collaboration with your teacher, you will identify subject content and an SOL (or portion of an SOL) for which you will design a lesson. You will use the GMU elementary lesson plan format.

#### ASSESSMENT RUBRIC

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

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**

## **PBA: 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**

You are expected to observe for a total of 15 hours for EDCI 544 in your assigned Mason Elementary PDS school site. 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) and 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.**

### **Guidelines for Reports on Observations**

#### *1) Context of the Classroom (Edthema/Report):*

- Begin with an **introductory paragraph** that briefly refers to the relevant course content (what do you know about the focus).
- In a 2-3 page narrative, describe the following
  - Grade level
  - Classroom demographics (# of children, diversity, gender)
  - Classroom teacher(s): experience; instructional styles, general philosophies regarding grouping; assessment; expectations, differentiation etc.
- Video a 2-3 minute tour of your classroom. Include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc...
  - Use Edthema to reflect on your tour/classroom design.
  - Interpret what you observed and connect 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.

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

Observe two lessons on different days (social studies, math, or science). Use the School Observation Lesson Form to take notes and focus your observations. After observing, use your notes to write a 1-2 page 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 Dell'Olio and Donk)*

*Observer (intern):*

*Date and Time of Observation:*

*Length of Observation:*

*School:*

*Grade Level:*

*Focus of Observation:*

*Topic or Theme of Lesson:*

**LESSON OBSERVATION FORM**  
(to be included in your final draft of the PBA)

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?**

**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 Dell'Olio & Donk and Weinstein & Romano.)*

*Observer (intern):*

*Date and Time of Observations:*

*School:*

*Grade Level:*

**CLASSROOM MANAGEMENT OBSERVATION FORM**  
**(Macro-level)**

Use during several observation visits to collect information/data in each of the areas listed below.  
Use rich, detailed descriptions.

Routines and Procedures:

- Classroom Routines (administrative, movement, housekeeping, lineup)
- Lesson Routines (finished work, early finishers)
- Interaction Routines (talk, responding to questions)

Transitions

- Within the lesson and between lessons
- Transitions into and out of the classroom

Classroom Management

- Philosophy
- Norms
- Rules and expectations
- Consequences
- Rewards (extrinsic, intrinsic)

*Observer (intern):*

*Date and Time of Observation:*

*School:*

*Grade Level:*

**CLASSROOM MANAGEMENT OBSERVATION FORM**  
**(Micro-management strategies)**

Use during several observation visits to collect information/data in each of the areas listed below.  
Use rich, detailed descriptions.

**In working with individual students, note examples of the following**

Using praise and encouragement

Providing explanations

Offering assistance

Accepting diversity/differences

Proactive management strategies

Addressing minor misbehaviors

- Withitness, scanning, voice inflection, proximity, movement, non-verbal cues
- Verbal cues (use of name, rule reminder)

Addressing more serious misbehaviors

Providing reinforcement or reward; use of behavior contracts

Use of consequences or contracts

- Warning, incentive, loss of privilege, punishment

**Field Observation Reports PBA Rubric**

Name: \_\_\_\_\_

Topic	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
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.
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**Total:**

**Average:**