

**George Mason University**  
**College of Education and Human Development**  
**Secondary Education Program**

**EDCI 667 001: Advanced Methods of Teaching History/Social Studies – Secondary  
 3 Credits, Spring 2017**

**Mondays, 4:30 – 7:10 p.m., Thompson Hall 2021- Fairfax Campus**

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**Professor:**

**Name:** Susan V. Groundwater, Ph.D.

**Office Hours:** By appointment only, in person or online via Skype

**Skype ID:** susan.groundwater7

**E-mail:** [sgroundw@masonlive.gmu.edu](mailto:sgroundw@masonlive.gmu.edu)

**Prerequisite(s):** EDCI 567 and 15 hours school-based field experience required. Coreq: EDRD 619

**Course Description:** Emphasizes interdisciplinary curriculum and instruction, implementing national state standards, authentic assessment, and adaptations for diverse populations.

**Course Overview:** This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques

for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

**Course Delivery:** Lecture

**Learner Objectives and Professional Standards**

Students will understand:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives. (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism. (innovation, NCSS I, II, IX)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population. (ethical leadership, research based practice, innovation, collaboration, NCSS I, IV)

**There are no texts to purchase for this close. You are, however, required to purchase Edthena**

#### **Articles and Text Excerpts: Posted on Blackboard**

Abernathy, T.V. (2001). Student ownership of service-learning project: Including ourselves in our community. *Intervention in School and Clinic*, 37(2), 86-95.  
doi: 10.1177/105345120103700203

Banks, J. (1994). Transforming the mainstream curriculum. *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). Goals and Misconceptions. *An introduction to multicultural education*. 3<sup>rd</sup> Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good*. Lawrence Erlbaum Publishers: Mahwah, NJ.

Beyer, B.K. (1980). Using writing to learn in history. *The History Teacher*, 13(2), 167-178.

Beyer, B.K. & Brostoff, A. (1979). The time it takes: Managing/evaluating writing and social

- Studies. *Social Education*, March, 194-197.
- Brophy, J. (1999). Teaching. Educational Practices series UNESCO with the International Academy of Education and the International Bureau of Education.
- Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom*. (pp. 168-183). New York: The New Press.
- Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies*. McRel Press: Aurora, CO.
- Fournier-Sylvester, N. (2013). Daring to Debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3), 1.
- Gay, G. (2001). Effective multicultural teaching practices. In C.F. Diaz (Ed). *Multicultural Education for the 21<sup>st</sup> Century*, (pp. 23-41) New York: Longman Publishers.
- Gehlbach, H. (2011). Making social studies social: Engaging students through different forms of social perspective taking. *Theory into Practice*, 50(4), 300-310.  
doi:10.1080/00405841.2011.607394
- Gonsalves, S. (2011). Connecting curriculum with community. *Education Digest*, 76(6), 56-59.
- Gritzner, C. F. (2003). Why geography?. *Journal Of Geography*, 102(2), 90-91.
- Kohn, A. (2011). Ten obvious truths that we shouldn't be ignoring. *Education Digest*, September (p. 11-16).
- Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: two alternatives for teacher education. *Teacher Educator*, 43(2), 156-172. doi:10.1080/08878730701838983
- Palumbo, A., & Sanacore, J. (2007). Classroom management: Help for the beginning secondary school teacher. *Clearing House*, 81(2), 67-70.
- Parker, W.C. (2006). Public discourses in schools: purposes, problems, possibilities. *Educational Researcher*, 35:8.
- Pedota, P. (2007). Strategies for effective classroom management in the secondary setting. *Clearing House*, 80(4), 163-168.
- Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth: Heinemann.
- Risinger, C.F. (1987). Improving writing skills through social studies. Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.

- Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the Middle and high school classrooms*. San Francisco: Jossey-Bass Publishers.
- Segall, A. (2003). Maps as stories about the world. *Social Studies and the Young Learner*, 16(1), 21-25.
- Silverman, F. (2003). Hot button handling. *District Administration*, 24-27.
- Travis, J. E. (1996). Meaningful assessment. *The Clearing House*, 69(1), 308-312.
- Wade, R. Quality Community Service Learning Projects: Getting Started
- Westheimer, J. & Kahne, J. (2004, Summer). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal* 41(2), 237-269.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wineburg, S., Smith, M., & Breakstone, J. (2012). New directions in assessment: Using Library of Congress sources to assess historical understanding. *Social Education* 76(6), 290–293.
- Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Chicago: University of Chicago Press

### **TK20 Performance-Based Assessment submission Requirement**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- The TK20 performance-based assessments for this course include: **Unit Plan (NCSS 1 and 5), Clinical Experience Project/Video Reflection Task, and Individualized Plan of Instruction and Assessment**. Submit to Tk20 through **Assessments** in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessments to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Other Requirements:**

<b>Assignment</b>	<b>Value</b>	<b>*Date Due</b>
Class Participation/Attendance Dispositions Assessment	10%	Ongoing
Web Quest Activity (NCSS 8 and 9)	10%	February 6
Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation	10%	March 6
Clinical Experience Project/Video Reflection Task	20%	April 3
Individualized Plan of Instruction and Assessment	20%	April 17
Unit Plan NCSS 1 and 5	30%	May 1

**Grading Scale:**

<b>Letter Grade</b>	<b>Scale</b>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
Below 80	unsatisfactory

**\*Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without prior instructor permission.**  
All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, Times New Roman, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper.

**Professional Dispositions**

Students are expected to exhibit professional behavior and dispositions at all times and follow the guidelines of the University Honor Code (<http://oai.gmu.edu/the-mason-honor-code-2/>).

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

**Commitment to the Profession**

Promoting exemplary practice  
Excellence in teaching and learning  
Advancing the profession  
Engagement in partnerships

**Commitment to Honoring Professional Ethical Standards**

Fairness  
Honesty  
Integrity  
Trustworthiness  
Confidentiality  
Respect for colleagues and students

**Commitment to Key Elements of Professional Practice**

Belief that all individuals have the potential for growth and learning  
Persistence in helping individuals succeed  
High standards  
Safe and supportive learning environments  
Systematic planning  
Intrinsic motivation  
Reciprocal, active learning  
Continuous, integrated assessment  
Critical thinking  
Thoughtful, responsive listening  
Active, supportive interactions  
Technology-supported learning  
Research-based practices  
Respect for diverse talents, abilities and perspectives  
Authentic and relevant learning

**Commitment to Being a Member of a Learning Community**

Professional dialogue  
Self-improvement  
Collective improvement  
Reflective practice  
Responsibility  
Flexibility  
Collaboration  
Continuous, lifelong learning

**Commitment to Democratic Values and Social Justice**

Understanding systemic issues that prevent full participation  
Awareness of practices that sustain unequal treatment or unequal voice  
Respects the opinion and dignity of others  
Appreciates and integrates multiple perspectives

Please note that:

- “Plagiarism encompasses the following:
  1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
 (from Mason Honor Code online  
 at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
- Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

### **TENTATIVE COURSE SCHEDULE:**

*\*This schedule may be changed at the discretion of the professor as the semester progresses.*

Date	Topic	Readings/Assignments Due
January 23	<b>Introduction</b>  Overview of Syllabus and Assignments  The WebQuest  What Makes Good Teaching?	Read at least one WebQuest exemplar on Blackboard.
January 30	<b>Ambitious Teaching and Virginia Standards of Learning</b>  Planning for Instruction: How do I prepare my students to do well on standardized tests of accountability and still teach a dynamic, engaging class that helps them develop	<b>Mandatory Clinical Orientation 4:30 – 5:00</b>  Readings for today: <ol style="list-style-type: none"> <li>1) Brophy, Teaching</li> <li>2) Wiggins, Backward Design</li> </ol> Explore different grade levels. Look through the materials available for history and social studies at the VA Dept. of Ed Website (VSOLs): <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a>

	<p>broader analytical, critical thinking, and social skills?</p> <p>Backwards Design</p>	<p>Look through the NCSS Standards  <a href="http://www.socialstudies.org/standards/execsummary">http://www.socialstudies.org/standards/execsummary</a></p>
February 6	<p><b>Maps/Geography</b></p> <p>How do I infuse geography into history?</p> <p><b>Museums, Memorials, and Historic Sites</b></p> <p>How do I develop lessons based on field trips/visits to museums, memorials, and historic sites?</p>	<p><b>Web Quest due – uploaded to Blackboard/Assignments and class presentation</b></p> <p>Readings for today:</p> <ol style="list-style-type: none"> <li>1) Segall, Maps as stories</li> <li>2) Gritzner, Why Geography?</li> </ol> <p>Visit these websites and be prepared to discuss:</p> <p><a href="http://teachinghistory.org/history-content/historical-places">http://teachinghistory.org/history-content/historical-places</a></p> <p><a href="http://teachinghistory.org/teaching-materials/teaching-guides/23480">http://teachinghistory.org/teaching-materials/teaching-guides/23480</a></p> <p><a href="http://teachinghistory.org/best-practices/using-primary-sources/24079">http://teachinghistory.org/best-practices/using-primary-sources/24079</a></p>
February 13	<b>Teaching with Primary Sources</b>	Guest speakers from the Library of Congress
February 20	<p><b>Character Education, Community Service and Service Learning</b></p> <p>What is the relationship between social studies and character education/ service learning?</p> <p>How can I incorporate character education and service learning into my social studies classes?</p> <p><b>Citizenship Education</b></p>	<p>Readings for today:</p> <ol style="list-style-type: none"> <li>1) Narvaez &amp; Lapsley, Teaching Moral Character</li> <li>2) Gonsalves, Connecting Curriculum with Community</li> <li>3) Abernathy &amp; Obenchain, Student Ownership of Service-Learning Projects</li> <li>4) Wade, Quality Community Service Projects</li> <li>5) Westheimer and Kahne, What Kind of</li> </ol>

	What does an educated citizen need to know?	Citizen? 6) Kohn, Ten Obvious Truths
February 27	<b>No Class</b>	Work session – trips and planning for partner museum, memorial, or historic site presentation
March 6	<b>Museums, Memorials, and Historic Sites</b>	<b>Partner Museum/Memorial/ Historic Site Lesson Plan due - uploaded to Blackboard/Assignments and class presentation recorded and uploaded to Edthena</b>
March 13	<b>No Class</b>	Spring Break
March 20	<b>Assessment and Grading</b> How can I find out about my students as learners? What is assessment and how do I effectively do it?  How do I establish a fair grading policy?  How do I ultimately prepare students for SOL and AP testing?	Readings for today:  1) Travis, Meaningful Assessment  2) Wineburg, Smith, & Breakstone, New Directions in Assessment
March 27	<b>Reading and Writing in Social Studies</b>  What is the role of Social Studies in developing reading and writing skills?  What pedagogical strategies best support reading and writing in social studies?  How can I infuse reading and writing	Reading for today:  1) Beyer, Using Writing to Learn in History  2) Risinger, Improving Writing Skills Through Social Studies  3) Kohn, How to create nonreaders

	into my teaching?	
April 3	<p><b>Classroom Management</b></p> <p>How do I set a tone of good behavior so learning can take place?</p> <p>Politics of Education – Relationships with Parents and Administrators</p>	<p><b>Clinical Experience Project/Video Reflection Task – uploaded to Blackboard/Assessments and Edthena</b></p> <p>Readings for Today:</p> <ol style="list-style-type: none"> <li>1) Palumbo and Sanacore, Classroom Management</li> <li>2) Pedota, Strategies for Effective Classroom Management</li> </ol>
April 10	<b>No Class</b>	Work on Individualized Plan of Instruction and Assessment and Unit Plan
April 17	<p><b>Multicultural Education</b></p> <p>What is multicultural education and how do I establish it in my curriculum?</p> <p><b>Teaching Controversial Topics and Current Events</b></p> <p>Why and how do we incorporate current events and controversial issues in the curriculum?</p> <p>How do I produce, lead, and manage classroom debate and discussion?</p>	<p><b>Individualized Plan of Instruction and Assessment due – uploaded to Blackboard/Assessments and be prepared to share in class</b></p> <p>Readings for today:</p> <ol style="list-style-type: none"> <li>1) Delpit, Education in a Multicultural Society: Our Future's Greatest Challenge</li> <li>2) Banks, Transforming the Mainstream Curriculum</li> <li>3) Parker, Public Discourses in Schools</li> <li>4) Silverman, Hot Button Handling</li> <li>5) Fournier-Sylvester, Daring to Debate</li> <li>6) Gehlbach, Making Social Studies Social</li> </ol>

	Web Quest Prep and discussion.	
April 24	<b>Unit Plan Presentations</b>	Work on Unit Plan
May 1	<b>Unit Plan Presentations Course Wrap Up</b>	<b>Unit Plans Due – uploaded to Blackboard/Assessments and class presentation recorded and uploaded to Edthena</b>

## Core Values Commitment

The College of Education and 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/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be

directed to <http://coursesupport.gmu.edu/>.

- The Writing Center 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/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone 703-993-5376. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

#### **General Internet Resources:**

Advanced Placement Central

<http://apcentral.collegeboard.com/apc/Controller.jspf>

National Writing Project

<http://www.nwp.org/cs/public/print/resource/922>

Free teaching resources

[http://www.free.ed.gov/subjects.cfm?subject\\_id=19](http://www.free.ed.gov/subjects.cfm?subject_id=19)

<http://www.tolerance.org/teach/index.jsp>

National Archives

<http://www.archives.gov/index.html>

Library of Congress

<http://www.loc.gov/index.html>

Gilder Lehrman Institute of American History

<http://www.gilderlehrman.org/>

Center for History and New Media

<http://chnm.gmu.edu/> (also see <http://historymatters.gmu.edu/>)

Historical Thinking Matters  
<http://historicalthinkingmatters.org/>

National Council for the Social Studies  
<http://www.socialstudies.org/>

National Council for History Education  
<http://www.nche.net/>

**ALSO:** Please consider joining the National Council for the Social Studies as a student member. Go to [www.socialstudies.org/membership](http://www.socialstudies.org/membership). Fill in and submit the on-line form. If the form asks you to “Choose a Journal,” please select the option that offers *Social Education*.

## Technology Integrated Lesson/Webquest Assessment

A Webquest is an inquiry-based learning activity in which students utilize electronic resources to discover and interact with information. In social studies, the explosion of digital media over the last decade has allowed teachers to use this instructional strategy in various ways to foster research and analytical skills and engage students in higher-order thinking. Teachers, for example might ask that students navigate a searchable database to discern immigration patterns for a particular population. Other teachers might ask that students formulate questions regarding causes of the French Revolution and seek relevant sources that advocate particular viewpoints. Further, teachers may combine multiple Webquest strategies to allow students opportunities to engage with original and secondary electronic sources in any way that fosters the aforementioned objectives.

For this assignment, you are charged with **developing a technology-integrated lesson** for secondary history/social studies students. Your lesson will focus on the overarching theme of **social justice** while incorporating NCSS themes of **technology and innovation** (NCSS theme 8) and **global connections** (NCSS theme 9). This will be a web-based platform t

hat allows students to navigate particular electronic sources from a Webquest activity page. And beyond simply wading through digital information, your lesson should challenge students to interpret and evaluate digital resources. This activity page should be in the form of a webpage/wiki you design and launch if at all possible, but may be a more simplistic web-based document with appropriate questions and navigation links for students to follow. You must also **write a 2-page narrative** which chronicles the lesson development, specific learning objectives of the lesson and how you believe your Webquest activities help students meet your objectives.

As you think creatively about how to weave together these aforementioned themes, consider the following:

1. Find a social justice topic/issue for your Webquest that will continue to have an impact on society & culture in the near future (use NCSS themes 8 and 9 as the foundation). Be able to answer this question: Why should this issue be featured in your technology-based lesson?
2. What student knowledge, skills, behavior, and attitudes does the lesson emphasize? How do you know?
3. What would you like to teach about the past related to the topic/issue that will help your students understand the content and be more relevant in the near future?

**To appropriately address the requisite NCSS themes in this lesson, refer to the following explanations:**

**NCSS 8:** The lesson requires students to think analytically about the consequences of change and how we can manage science and technology to address the social justice issue you've chosen as a theme for your Webquest. Students may, for example, gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; artificial intelligence; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment. [For you,

does the lesson address candidates' understanding of the concept that changes in science and technology have impacted humans? If it only addresses candidates' capability to utilize technology in the assignment that would not be sufficient to meet the needs of the standard.]

**NCSS 9:** The lesson task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or global ecology. [For you, how does the lesson indicate candidates' understanding of the prospect that changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

### Technology Integrated Lesson/WEBQUEST Evaluation Rubric

	<b>Levels of Achievement</b>			
	<b>Does Not Meet Expectations 1</b>	<b>Approaching Expectations 2</b>	<b>Meets Expectations 3</b>	<b>Exceeds Expectations 4</b>
<b>Overall Visual Appeal &amp; Ease of Use</b>	Poor use of graphic elements No variation in site layout or typography	Few graphic elements The site layout is manageable, but includes broken links or portions that are difficult to navigate	Appealing graphic elements included The site is mostly easy to navigate	Appealing graphic elements included appropriately and throughout The site is intuitive easy to navigate throughout
<b>Introduction</b>  <b>NCSS Pedagogical Standard 4</b>  <b>InTASC Standard 2</b>  <b>ISTE Standards 1b and 2b</b>	The introduction is purely factual, with no appeal to relevance or social importance Doesn't build on prior knowledge	Describes a compelling issue/problem that is only somewhat related to learners' interests	Clearly describes a social issue/problem, but includes minimal effort to engage learner's prior knowledge and interests	Engagingly describes a social issue/problem that builds on learner's prior knowledge and relates to learners' interests
<b>Introduction</b>  <b>NCSS Pedagogical Standard 4</b>  <b>InTASC Standard 2</b>  <b>ISTE Standard 1a</b>	Introduction doesn't prepare the reader for what is to come	Introduction makes only vague and general reference to learner's prior knowledge	Prepares learner for lesson by foreshadowing important new concepts and principles	Prepares learner for lesson by foreshadowing all new concepts and principles included in the activities
<b>Content</b>  <b>NCSS Theme 8</b>	Does not relate to the content of NCSS standard 8.	Lesson directly relates to the content of NCSS Theme 8, but with few requirements for	Lesson directly relates to the content of NCSS Theme and includes some effort to challenge	Lesson explicitly requires students to interpret how science and technologies influence beliefs,

<b>InTASC Standard 4</b>		students to analyze and interpret content.	students interpret how science and technologies influence beliefs, knowledge, and their daily lives	knowledge, and their daily lives
<b>Content NCSS Theme 9</b>  <b>InTASC Standard 4</b>	Lesson does not relate to the content of NCSS standard 8.	Lesson relates to the content of NCSS Theme 9, but with few requirements for students to analyze and interpret content.	Lesson requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences	Lesson explicitly requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences.
<b>Tasks NCSS Pedagogical Standards 3, 4, and 5</b>  <b>InTASC Standard 8</b>  <b>ISTE Standard 3d</b>	Requires only low level thinking to process digital information and answer questions	Requires some analysis of digital information but does require learners to put together information from several sources	Requires analysis of digital information and/or putting together information from several sources to solve a problem or take action on a social issue, but not explicit information about the authenticity of the problem	Requires synthesis of multiple sources of digital information to solve an authentic problem or take action on a social issue in a feasible way.
<b>Activities NCSS Pedagogical Standard 6</b>  <b>InTASC Standards 1, 2, 8</b>  <b>ISTE Standard 2</b>	Activities are not age or content appropriate and offer no opportunities for users to take on different roles and perspectives	Activities are not evidently age or content appropriate with only minimal opportunities for users to take on different roles and perspectives	Activities are age and content appropriate with some opportunities for users to take on different roles and perspectives	Activities are age and content appropriate and likely engaging for the user through such means as employing different roles and perspectives

<b>Activities</b>  <b>NCSS Pedagogical Standard 6</b>  <b>InTASC Standards 1, 2, 8</b>  <b>ISTE Standards 2b and 2c</b>	Attention to the needs of diverse learners through the learning activities is not evident in any way	Activities do not offer users multiple entry points or opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through offering multiple entry points and opportunities to achieve goals in a variety of ways.
<b>Resources</b>  <b>ISTE Standard 2a</b>	No variety of media resources are utilized for student access, and the links provide no opportunity for users to see different modes of information available	Little variety of media resources are utilized for student access, and the links provide minimal opportunity for users to see different modes of information available	Some variety of media resources are utilized for student access, and the links provided do offer students different modes of information available	A wide variety of media resources are utilized for student access, and the links provided make excellent use of different modes of information available
<b>Evaluation</b>  <b>NCSS Pedagogical Standard 7</b>  <b>InTASC Standards 6, 7</b>  <b>ISTE Standards 2d</b>	No clarity about how students will be evaluated is included	Criteria for success is partially described Individual and/or group grades are not delineated	Criteria for success is described, but not always in ways that are appropriately differentiated Individual and/or group grades are delineated in general terms	Criteria for gradations of success are clearly stated in the form of a rubric Individual and/or group evaluation is clearly described

### **Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation**

The purpose of this assignment is to visit a museum, memorial, or historic site and develop a lesson based on that visit. The 20 minute lesson that you create with a partner can be developed as a prelude to field trip or as a follow up to a field trip for your students. Use the following template to develop your lesson and each partner should upload it to Blackboard prior to the class in which you will present it. Your lesson presentation should be videotaped and uploaded to Edthena. Your plan should include:

- The topic of the lesson.
- The standards that your lesson addresses (this should be copied and pasted from VDOE).
- Learning goals for the lesson:
  - What the students will know
  - What the students will be able to do
- The lesson essential question – the learning goal of the lesson in the form of a question. This is important because it clearly communicates the learning goal and it should be visible to the students.
- Activating strategy – engages students and helps them connect prior knowledge to new concepts.
- Lesson instruction – actively engages students to develop their knowledge and skill defined in the learning goals and includes frequent checks for understand.
- Summarizing strategy – students summarize what they learned by answering the essential question. This provides evidence of learning at the end of the lesson, and provides data for determining what happens next.

**Partner Museum/Memorial/ Historic Site Lesson Plan Template**

Name \_\_\_\_\_ Lesson Topic \_\_\_\_\_

Standard of Learning:

Learning Goals

Students will know:	Students will be able to:
---------------------	---------------------------

Essential Question:

Activating strategy:

Instructional strategies (include checks for understanding):

Summarizing strategy:

### Partner Museum/Memorial/ Historic Site Lesson Plan Rubric

	<b>Does Not Meet Expectations 1 point</b>	<b>Approaching Expectations 2 points</b>	<b>Meets Expectations 3 points</b>	<b>Exceeds Expectations 4 points</b>	<b>Score</b>
<b>Standard of Learning/ Essential Question NCSS Pedagogical Standard 4 InTASC Standard 2</b>	No reference made to Standard of Learning or Essential Question	Standards of Learning and Essential Question are minimally evident	Standards of Learning and Essential Question clearly stated or posted	Standards of Learning and Essential Question are clearly stated and posted	
<b>Activating/ Closure Strategies NCSS Pedagogical Standard 4 InTASC Standard 2</b>	Purpose of the lesson is not stated  No activating strategy used  Lesson is not summarized  Purpose of lesson is not restated	Purpose of lesson is minimally stated  Prior knowledge is minimally activated  Lesson is minimally summarized  Purpose of lesson is minimally stated	Purpose of lesson is somewhat evident  Some attention given to activating prior knowledge  Lesson is somewhat summarized  Purpose of lesson is somewhat restated	Introduces lesson by detailing the purpose  Clearly activates prior knowledge  Detailed summary of the lesson at closure  Clearly restates lesson purpose	
<b>Learning Activities NCSS Pedagogical Standard 3, 4, 5, 6 InTASC Standard 4,</b>	Lesson is not linked to Standard of Learning or Essential Question  Does not check for student understanding  No evidence of	Lesson is minimally linked to Standard of Learning and Essential Question  Minimal effort to check for understanding  Minimal attempt	Lesson is somewhat linked to Standard of Learning and Essential Question  Some checks for student understanding  Some	Lesson is clearly linked to Standard of Learning and Essential Question  Checks for student understanding  Differentiation	

<b>8</b>	differentiation	at differentiation	differentiation evident	evident	
<b>Student Engagement</b> <b>NCSS Pedagogical Standard 4</b> <b>InTASC Standard 5</b>	No effort to engage students is evident	Effort to engage students is minimally evident	Effort to engage students is somewhat evident	Effort to engage students is evident	
<b>Presenter Reflection</b> <b>NCSS Pedagogical Standard 8</b> <b>InTASC Standard 9</b>	No reflection completed	Reflection addresses 2 of the following: What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	Reflection addresses 3 of the following: What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	Reflection clearly addresses: -What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	
<b>Total</b>					



College of Education and Human Development  
4400 University Drive  
Fairfax, Virginia 22030

16 January 2017

Dear Educators:

We write as faculty members in the Secondary Education (SEED) Program in the College of Education and Human Development at George Mason University. We are all teaching sections of the Methods II classes for SEED this semester—respectively one course each in science, social studies, math, and English. We want to thank you for agreeing to work with one of the SEED program prospective teachers this semester—these are invaluable experiences for our students. We will assist with coordinating the learning opportunities for these teacher candidates as they work in your classroom.

The teacher candidate with whom you are working has already completed the first in a series of two secondary methods courses required for licensure at George Mason University. He/she is now enrolled in the second methods course and is required to do 15 hours of fieldwork to complement university coursework. In the methods I course, teacher candidates considered what it means to understand their respective subject matter, examined standards for instruction as described by their respective professional associations and the state of Virginia (VA SOLs), and designed lessons that actively engaged students in meaningful learning. Fifteen hours of fieldwork were also required for that course. During that time, teacher candidates observed instruction in a variety of classrooms.

While enrolled in a methods II course, the prospective teacher with whom you have agreed to work is required to complete an additional 15 hours of fieldwork. Ideally the fieldwork should span a minimum of 5 days, with each session approximately 3 hours in length, but may be completed in as few as 3 days. Major projects in this course include the development of a unit plan, the development of an assessment plan that aligns with the unit plan, and a micro-teaching assignment in which teacher candidates video-record themselves teaching a 30-45 minute lesson and use the video (uploaded to the Edthena video coding platform) to reflect upon the lesson's effectiveness. This micro-teaching project is a part of our college's "Video Reflection Task" (VRT) common assessment. *Note: The micro-teaching assignment and VRT lesson plan might be elements of the unit plan assignment for the methods II course.*

We are hopeful that in the 15 required hours of required fieldwork the teacher candidate with whom you are working will have the opportunity to engage with the students in your classroom. Research shows that teacher candidates are better prepared to be effective teachers and to positively impact student learning if they gain more hours of experience independently teaching, with professional support, early in their pre-service education. In order to provide this experience to our teacher candidates, we propose the following schedule for this candidate's work in your classroom:

**Hours 1-5 (Days 1-2)**

- Mason teacher candidate will introduce herself/himself to your school, you, and your students
- Candidate observes in the class and engages in your classroom (e.g., passing out papers, working with individual students and small groups)

**Hours 5-10 (Days 2-4)**

- Candidate continues to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)
- Candidate drafts a lesson plan/activity to be presented and seeks feedback from you, the mentor teacher

**Hours 10-15 (Days 3-5)**

- Candidate continues to engage with your class
- Candidate initiates final discussion of planned lesson/activity
- Candidate implements the planned lesson/activity, with you completing a brief observation report ("InTASC Formal Observation Form") providing the teacher candidate with feedback on his/her work

**Post lesson/activity (Day**

- Candidate receives written or oral feedback from students (if possible); each candidate will design her/his own student feedback method, with your input, and this feedback will be included as part of the reflection the candidate completes
- Candidate submits a lesson/activity to methods II instructor and completes the reflection elements of this project

*\*Note: During the Spring 2017 semester pilot of this clinical experience project Methods II instructors may provide mentor teachers with an online survey link through which you can provide confidential feedback on the teacher candidate's teaching capacity/development and/or professional dispositions*

The lesson/activity that the teacher candidate leads should introduce or review content, if possible. As a mentor teacher, please feel free to co-teach or otherwise support the Mason teacher candidate during this instructional time in any way you deem appropriate. We hope that this experience will prove valuable for both the teacher candidate and for you and your colleagues.

Please note that all area school divisions provide licensure renewal hours for teachers serving in these mentor roles for pre-service teachers. Please feel free to contact the appropriate Methods II instructor below with any questions and/or concerns you may have about this experience. We thank you very much for your support of this Mason teacher candidate and her/his development as a future teacher.

Sincerely,

Arvinder Johri, PhD  
Instructor, English Education

Susan Groundwater, PhD  
Instructor, Social Studies Education

Theresa Wills, PhD  
Instructor, Mathematics Education

Andrew Gilbert, PhD  
Associate Professor, Science Education

**Notes**

- 1) Students may also be completing other education courses (e.g., in Special Education or Teaching Diverse Learners) and we would appreciate your assistance with helping them identify contexts in your school where they might complete relevant observation experiences
- 2) Students who are currently employed as full-time teachers will work with their methods II instructor to modify this assignment to be completed in their own classroom

## **Methods II Clinical Experience Project/Video Reflection Task**

In your methods I course you had opportunities to observe a teacher (or teachers) in your subject area classroom(s). As part of that experience, you reflected on how teachers design instruction to meet the needs of students and via your “Reflection Summary and Analysis” project you made suggestions as to how you might do things similarly and/or differently.

In your methods II course, we would like you to have the opportunity to engage with (rather than merely observe) secondary students in your subject area. Ultimately, by the end of the 15 hours required, you will lead some portion of the class, if granted permission by your mentor teacher.

In order to play a stronger role in the instructional process, we would like you to arrange fieldwork schedules that restrict you to work with *one* teacher. Ideally you will spend 5 days with that teacher, each day being a maximum of 3 hours. Via such a schedule, you will be able to develop a relationship with the teacher and his/her students so that you are better equipped to lead a portion of the class.

In the end, you will submit a videotape of you teaching a lesson in your clinical experience classroom, your reflection on your role in the classroom and on this lesson, the plan you used to lead some aspect of instruction, brief feedback form from your mentor teacher, a log of your hours, and any lesson planning or materials that you use for your presentation, and student feedback. You should schedule your time at the school according to the hour breakdown below. *Note: The micro-teaching assignment and VRT lesson plan might be elements of the unit plan assignment for the methods II course.*

### **The Process**

When you begin to make contact with your mentor teacher, you will provide her/him with the letter above that gives more detail concerning how we hope your clinical experience will be structured. Let your mentor teacher know that you are expected to lead some portion of a class, if possible. As outlined in the letter, here is the schedule we hope you will be able to follow:

#### **Hours 1-5 (Days 1-2)**

- Introduce yourself to your school, the mentor teacher, and your students
- Observe in the class and engage in your mentor teacher’s classroom (e.g., passing out papers, working with individual students and small groups)

#### **Hours 5-10 (Days 2-4)**

- Continue to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)
- Draft a lesson plan/activity to be presented and seeks feedback from your mentor teacher

#### **Hours 10-15 (Days 3-5)**

- Continue to engage with your class
- Initiate final discussion of planned lesson/activity with your mentor teacher
- Implement the planned lesson/activity, with your mentor teacher completing a brief observation report providing you with feedback on your work

#### **Post lesson/activity (Day**

- Obtain written or oral feedback from students (if possible); you will design your own student feedback method, with your mentor teacher’s input, and this feedback will be included as part of your project reflection

- Submits a lesson plan to methods II instructor and complete the reflection elements of this project

The “Methods II Clinical Experience Project/Video Reflection Task” is an opportunity to demonstrate the ability to critically reflect on your practice. Upload 30 minutes of your lesson to Edthena. Be sure to include a copy of your lesson plan, your holistic reflection on the lesson, an analysis of the “critical incident” during the lesson, and evidence and an analysis of your students’ feedback on your lesson. (You should also separately upload this 5-10 minute clip to Edthena or indicate on the 30 minute video the 5-10 minute on which you are focusing for your “critical incident”). When the assessment is complete, upload the lesson plan to BlackBoard/Tk-20 and notify your methods II instructor.

### **Submission Directions**

The teacher candidate will:

1. Create a lesson plan that will be attached to the Edthena video.
2. Upload the lesson plan with your Edthena video and to BlackBoard/TK20
3. Video record a 30-minute segment of a lesson and upload this to Edthena
4. Write a holistic reflective statement that includes technical, practical and critical levels of reflection— attaching this reflection to the 30 minute Edthena video
  - a. Technical reflection – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used
  - b. Practical reflection – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs
  - c. Critical reflection – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events
5. Select a segment of the video that contains a 5-10 minute “critical incident” and upload this to Edthena or separately upload this 5-10 minute clip to Edthena.
  - a. A “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated. Reflecting upon a “critical incident” can affect change in your thinking, your practice, your attitudes, and/or your understanding;
  - b. A “critical incident” might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment; your analysis will focus on what you learn from reflecting on this event. It is an incident that did not go as anticipated, causing you to adjust and/or rethink your instruction.
6. Write a 5-7 page “critical incident” analysis and attach this to the 5-10 minute Edthena video (see specifics in the “Reflection” section below)
  - a. Briefly describe what happened
  - b. Explain why you selected this clip
  - c. Describe what went well and what aspects of the lesson you would like to change
  - d. Propose alternate ways to handle the “critical incident”
  - e. Summarize what you learned and how it will impact your future teaching

### **Reflection**

The teacher candidate’s 5-7 page reflection should include discussions of the following (if applicable):

- Observations you made about the teacher’s role in facilitating student learning during the time

when you were observing

- Observations about classroom community building and classroom management
- Interesting things you learned about student learning/thinking through your work with the students *prior* to you leading an aspect of instruction
- New, effective, or ineffective approaches to differentiation, discourse, or assessment that you observed prior to you leading an aspect of instruction
- Reflection on your implementation of the lesson:
  - What do you think was effective? What evidence do you have?
  - What do you think was not effective? What evidence do you have?
  - What surprised you about how the students responded?
  - How did you account for diverse learners in the class?
  - What would you do differently the next time?
  - How would you respond to your mentor teacher's feedback?
  - What student feedback on this lesson did you gather?
  - What is your analysis of this feedback and how would you respond to the student feedback?

### **Assessment Directions**

Your mentor teacher will:

- Provide written narrative feedback (not including scores) on the “InTASC Formal Observation Form” below
  - a. This form is used also used for formal observations during the internship
  - b. Use of this form and these criteria for this project are meant to formative

Your methods II instructor will:

- Grade the assignment using the “Methods II Clinical Experience Project/Video Reflection Task Rubric” below. This rubric has been uploaded to BlackBoard/Tk-20 where the methods II instructor must complete the rubric and submit the grade for this assignment.

### InTASC Formal Observation Form

Name of candidate \_\_\_\_\_ Date \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content: \_\_\_\_\_ / \_\_\_\_\_ Semester/Year\_\_\_\_\_

<b>1. LEARNER DEVELOPMENT (InTASC1) (ISTE NETS- T1)</b> <p>The candidate 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 that include the use of technology.</p> <p>A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.  B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.  C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.</p>	<b>COMMENTS</b>
<b>2. LEARNING DIFFERENCES (InTASC 2)</b> The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. <p>A. Designs, adapts, and delivers instruction to address each student's particular learning strengths.  B. Works with students' Individual Education Plans; makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.  C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.  D. Designs instruction to build on learners' prior knowledge and experiences.  E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.  F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.  G. Accesses resources and special services to meet learning differences or needs.</p>	<b>COMMENTS</b>
<b>3. LEARNING ENVIRONMENTS (InTASC 3) (ISTE NETS- T 2)</b> <p>The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.  B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.  C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.  D. Collaborates with learners to evaluate and adjust the learning environment.  E. Demonstrates respect for the cultural backgrounds and perspectives of learners.  F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.</p>	<b>COMMENTS</b>

<b>4. CONTENT KNOWLEDGE (InTASC 4)</b> The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.	<b>COMMENTS</b>
A. Uses multiple representations and explanations of content.	
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.	
C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.	
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
E. Recognizes and corrects learner misconceptions in a discipline.	
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.	
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.	
<b>5. CONTENT APPLICATION (InTASC 5) (ISTE NETS-T 1)</b> The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<b>COMMENTS</b>
A. Applies content knowledge to real world problems through interdisciplinary projects.	
B. Facilitates learners' use of current technology tools and resources.	
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.	
D. Develops learners' communication skills for varied audiences and purposes.	
E. Supports development of diverse social and cultural perspectives.	
F. Develops and supports learner literacy across content areas.	
<b>6. ASSESSMENT (InTASC 6) (ISTE NETS-T 3)</b> The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<b>COMMENTS</b>
A. Designs valid formative and summative assessments that match learning objectives.	
B. Uses multiple types of assessment data to document learning and develop instructional activities.	
C. Provides effective feedback to guide learner progress.	
D. Guides learners to assess their own thinking and learning, as well as the performance of others.	
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.	
F. Uses technology to support assessment.	
<b>7. PLANNING FOR INSTRUCTION (InTASC 7) (ISTE NETS-T 2)</b> The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and benchmarks.	<b>COMMENTS</b>
A. Creates relevant learning experiences aligned with curriculum goals, content standards, pedagogy, as well as knowledge of learners and the community context.	
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.	
C. Sequences learning experiences effectively.	
D. Plans multiple ways for learners to demonstrate knowledge and skills.	
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.	

<b>7. (Continued)</b>	<b>COMMENTS</b>
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.	
G. Evaluates and adjusts plans to meet short and long range goals.	
<b>8. INSTRUCTIONAL STRATEGIES (InTASC 8) (ISTE NETS-T 1,2,3)</b> The candidate 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 for individuals and groups.	<b>COMMENTS</b>
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction <u>contemporary meaningful ways</u> .	
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.	
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.	
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.	
E. Engages all learners in developing higher order questioning skills and metacognitive processes.	
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.	
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.	
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.	
I. Provides clear directions and explanations.	
<b>9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE (InTASC 9) (ISTE NETS-T 4)</b> The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	<b>COMMENTS</b>
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.	
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.	
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.	
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.	
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).	
F. Maintains professional appearance.	
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).	
H. Responds to constructive criticism and modifies practices accordingly.	
I. Uses professional, respectful, and grammatically correct language in oral and written communication.	
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.	

<b>10. LEADERSHIP AND COLLABORATION (InTASC 10) (ISTE NETS-T 5)</b> The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community.	<b>COMMENTS</b>
A. Collaborate with colleagues to share responsibility for decision making and accountability for student learning.	
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.	
C. Supports the mission of the school.	
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.	
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
G. Advocates for learners, the school, the community, and the profession.	

**NOTES:**

## Methods II Clinical Experience Project/Video Reflection Task Rubric

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
<b>LESSON PLAN AND TEACHING</b>				
The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.  <i>InTASC 1(b)</i>	The candidate's instruction <b>does not</b> take into account individual learners' strengths, interests, and needs and <b>does not</b> enable learners to advance and accelerate his/her learning.	The candidate creates instruction that takes into account <b>some students'</b> strengths, interests, and needs and that <b>enables some learners</b> to advance and accelerate his/her learning.	The candidate creates <b>developmentally appropriate instruction</b> that takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.	The candidate creates <b>student-centered instruction</b> that is <b>developmentally appropriate</b> and takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.
The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.  <i>InTASC 2(a)</i>	The candidate <b>does not</b> design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and <b>did not</b> create opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address <b>some student's</b> diverse learning strengths and needs and creates <b>few opportunities</b> for some students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address <b>each student's</b> diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers <b>student-centered instruction</b> that addresses <b>each student's</b> diverse learning strengths and needs and creates <b>multiple opportunities</b> for students to demonstrate their learning in different ways.
The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.  <i>InTASC 3(d)</i>	The candidate <b>does not plan</b> ways to manage the learning environment to actively <b>and/or</b> equitably engage learners. The candidate <b>does not</b> show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to <b>marginally</b> manage the learning environment to actively <b>and</b> equitably engage <b>some</b> learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>the majority</b> of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>all</b> learners by <b>creatively</b> organizing, allocating, and coordinating the resources of time, space, and learner's attention.
The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.  <i>InTASC 4(c)</i>	The candidate <b>does not</b> engage learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate engages learners in applying methods of inquiry <b>but disregards the standards of evidence</b> used in the discipline.	The candidate <b>engages</b> learners in applying methods of inquiry and the <b>appropriate</b> standards of evidence used in the discipline.	The candidate engages learners in applying <b>multiple methods of inquiry</b> and <b>appropriate</b> standards of evidence used in the discipline by implementing <b>authentic tasks</b> .
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.  <i>InTASC 4(d)</i>	The candidate <b>does not</b> stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, <b>but neither links new concepts</b> to familiar concepts <b>nor makes connections</b> to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate <b>creatively</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences <b>using student-centered instruction</b> .
The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.  <i>InTASC 8(a)</i>	The candidate <b>does not</b> adapt instruction to the needs of individuals and groups of learners.	The candidate adapts instruction to the needs of <b>some individuals</b> and groups of learners but <b>seldom</b> incorporates appropriate strategies or resources.	The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate uses appropriate and <b>creative</b> strategies and resources within <b>authentic tasks</b> to adapt instruction to the needs of individuals and groups of learners.
The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.  <i>InTASC 8(b)</i>	The candidate <b>does not</b> provide evidence of monitoring student learning <b>and/or does not</b> engage learners in assessing their progress, <b>and/or does not</b> provide evidence of adjusting instruction in response to student learning needs.	The candidate provides <b>minimal</b> evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.	The candidate provides <b>consistent</b> evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate provides <b>substantial</b> evidence of continuously monitoring student learning, engaging learners in assessing their progress, and <b>innovatively</b> adjusts instruction in response to student learning needs.

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. <i>InTASC 8(d)</i>	The candidate <b>does not</b> varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience).	The candidate <b>sometimes</b> varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) but it is in relation to <b>neither</b> the content <b>nor</b> the purpose of instruction nor the needs of learners.	The candidate <b>varies</b> his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.	The candidate <b>consistently</b> varies his/her role in engaging instructional processes (e.g., instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.
The candidate engages all learners in developing higher order questioning skills and metacognitive processes. <i>InTASC 8(f)</i>	The candidate <b>does not</b> engage learners in developing higher order questioning skills <b>or</b> metacognitive processes.	The candidate engages <b>some learners</b> in developing higher order questioning skills <b>or</b> metacognitive processes.	The candidate engages <b>most</b> learners in developing higher order questioning skills <b>and</b> metacognitive processes.	The candidate engages <b>all</b> learners in developing higher order questioning skills <b>and</b> metacognitive processes within authentic learning situations.
The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). <i>InTASC 8(i)</i>	The candidate <b>does not</b> ask questions to stimulate discussion.	The candidate <b>asks</b> questions to stimulate discussion but the purposes tend to be <b>low level</b> .	The candidate asks <b>appropriate</b> questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate asks <b>varied</b> questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) <b>within authentic learning situations</b> .

### HOLOSTIC REFLECTION

The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. <i>InTASC 9(b)</i>	The candidate <b>does not</b> take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically address the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but <b>does not address all</b> of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes <b>all of the levels of critical reflection</b> .	The candidate takes responsibility for promoting the learners' growth and development in a <b>well-written and insightful</b> reflective statement that includes <b>all of the levels of critical reflection</b> .
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i>	The candidate <b>does not</b> use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate <b>effectively uses a variety of data</b> to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was <b>no evidence</b> that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate <b>uses marginal analysis and reflection strategies</b> to improve planning and practice.	The candidate <b>uses ongoing analysis and reflection</b> to improve planning and practice.	The candidate <b>effectively uses ongoing analysis and deep reflection</b> to improve planning and practice.

### CRITICAL INCIDENT VIDEO CLIP AND ANALYSIS

The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>InTASC 9(d)</i>	The candidate <b>does not use technology</b> to support analysis, reflection, and problem-solving strategies for instruction.	The candidate <b>ineffectively uses technology</b> to support analysis, reflection, or problem-solving strategies for instruction.	The candidate <b>uses technology</b> to support analysis, reflection, and problem-solving strategies for instruction.	The candidate <b>effectively uses technology</b> to support a <b>thorough</b> use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.	There was <b>no evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>minimal evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>extensive evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.

<i>InTASC 9(a)</i>	learning.	learning.
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<b>Criteria</b>	<b>Does Not Meet Expectation (1)</b>	<b>Approaches Expectation (2)</b>	<b>Meets Expectation (3)</b>	<b>Exceeds Expectation (4)</b>
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.  <i>InTASC 9(e)</i>	There is <b>no evidence</b> that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of <b>limited</b> individual differences to build relationships and create relevant learning experiences.	The candidate provides evidence that he/she reflects on personal biases and accesses <b>appropriate</b> resources to deepen his/her own understanding of a <b>variety of individual differences</b> to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she <b>effectively</b> reflects on personal biases and accesses <b>multiple resources</b> to deepen his/her own understanding of a <b>variety of individual differences</b> to build relationships and create <b>engaging</b> , relevant learning experiences.

### **Field Experience Hours/Activities Log**

Deliver this log to your mentor teacher on the first day of your field experience. Your mentor will keep the log and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve classroom observations and may involve interactions with individual students and small and large groups of students. Hours will ideally begin as soon as possible, and observations should be spread across approximately five sessions, with no single session lasting longer than four hours. Submit this signed log at the end of the course to Professor Groundwater.

GMU Student: \_\_\_\_\_

Mentor Teacher/School: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Dates	Activities with focus student(s)	Other activities	Hours
			Total: _____

GMU Student Name/Date \_\_\_\_\_

GMU Student Signature/Date \_\_\_\_\_

Mentor Teacher Name/Date \_\_\_\_\_

Mentor Teacher Signature/Date \_\_\_\_\_

**Secondary Education (SEED) Program  
Individualized Plan of Instruction and Assessment  
Methods II Courses**

**Assessment Objective**

- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

**Rationale**

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

- Who are my students? (Context/Student Needs)
- What do my students need to know and be able to do? (Objectives)
- How will I get all students to know and do the new tasks? (Leaching and learning)
- How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

**Assessment Task Directions**

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

**Section 1. Description of the individual student** that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**. (2 pages or less)

**Section 2. Identification of and rationale for three learning objectives** that support meaningful learning outcomes for the student. (1 page or less)

**Section 3. Description of and rationale for at least three** evidence-based **instructional strategies** that address the identified learning objectives and reflect the student's **cognitive,**

**linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests and educational needs. (1 page or less)

**Section 4. Description of and rationale for instructional adaptations** and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies. (1 page or less)

**Section 5. Statement of plan for the assessment and documentation** of the student's progress toward the identified objectives. (1 page or less)

**How to Submit this Assessment.** The plan will be submitted and evaluated via Blackboard/Assessments.

**Individualized Plan of Instruction and Assessment  
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Section 1</b>				
<b>Description of Individual Student</b>				
The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	The candidate does not provide a description or the description of student does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of student that includes appropriate assessment data related to some but not all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of student that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.	The candidate provides description of student that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.
<i>InTASC 1(a)</i>			The candidate describes impact of student characteristics on learning.	The candidate describes and provides examples of impact of student characteristics on learning.

Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The candidate does not address student educational needs or inappropriately uses assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is marginally aligned with assessment results.	The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.	The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is aligned with assessment results.
<i>InTASC 6(g)</i>				
Section 2				
Identification of Learning Objectives				
The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	The candidate identifies learning objectives that are either (a) incomplete because related outcomes are not identified or (b) the objectives are not directly related to student educational need.	The candidate identifies learning objectives without relevance to student educational need.	The candidate identifies learning objectives with related outcomes that are relevant to individual student needs.	The candidate identifies distinct learning objectives with related outcomes that are relevant to individual student needs.
<i>InTASC 7(a)</i>				

Identification of Rationale for Learning Objectives				
The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. <i>InTASC 7(d)</i>	The candidate does not provide rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is missing or unclear.	The rationales provided are not aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is unclear.	The rationales provided are aligned with the learning objective and the relationship of learning objectives to student educational needs is clearly identified.	The rationales provided are aligned with the learning objective and the relationship of the learning objectives to student educational needs is clearly and effectively identified.

### Section 3

#### Description of Instructional Strategies

Description of Instructional Strategies				
The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. <i>InTASC 7(b)</i>	The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or student learning needs.	The candidate identifies instructional strategies that are marginally related to the learning objectives or student learning needs.	The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and student learning needs.  The candidate provides specific sources of evidence for the instructional strategy.

Rationale for Instructional Strategies				
The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.  <i>InTASC 1(e)</i>	The candidate does not provide rationales which are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and student educational needs is missing or unclear.	The rationales provided do not aligned to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is unclear.	The rationales provided are aligned with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is clearly identified.	The rationales provided are aligned with the strategies and, the relationship of the instructional strategies to specific learning objectives that meet student educational needs is clearly and effectively identified.

## Section 4

## Description of Instructional Adaptation

Description of Instructional Adaptation				
The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.  <i>InTASC 2(f)</i>	The candidate does not identify either adaptations or accommodations to support student achievement of learning objectives.	The candidate identifies either adaptations or accommodations that minimally support student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.	The candidate identifies and thoroughly describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.

Rationale for Instructional Adaptation				
The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. <i>InTASC 7(k)</i>	The candidate does not provide rationales that are aligned to the adaptations and accommodations and/or the relationship of the adaptations and accommodations to student educational needs is missing or unclear.	The rationale marginally provides evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is unclear.	The rationales provide adequate evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly identified.	The rationales provide evidence-based support for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly and thoroughly identified.

Section 5 Assessment and Documentation of Student Progress				
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. <i>InTASC 6(b)</i>	The candidate does not describe an assessment plan that evaluates all student learning objectives or describes a plan that does not directly measure all of the student learning objectives (e.g., is not observable, measurable).	The candidate describes an assessment plan that evaluates all student learning objectives but does not include documentation of both formative and summative measures that does not address possible assessment bias.	The candidate describes an assessment plan that evaluates all student learning objectives and includes both formative and summative assessments that minimize sources of bias.  The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.	The candidate describes an assessment plan that evaluates all student learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.  The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.

## **Unit Plan Assignment**

A significant part of this course includes learning to develop effective instructional unit plans covering a sequence of lessons targeted around a topic fitting a secondary history/social studies course. **For this assignment, you will develop a unit plan focused on NCSS**

**Themes/Standards 1: Culture and 5: Individuals, Groups and Institutions – descriptions attached.** You will also include relevant Virginia Standards of Learning.

As noted in the syllabus, this unit plan assignment will count for 30% of your total grade. A lesson from your unit plan will be presented in class. The complete unit plan should be uploaded to Blackboard/Assessments.

Below you will find a bulleted summary of the expectations for this assignment, summaries of NCSS themes 1 and 5, and finally, the lesson and unit plan template to guide you in further lesson/unit development.

### **Unit Plan Assignment Summary**

- This unit plan must cover approximately 5-8 coherently connected lessons of instruction (assuming 90 minute classes) – 2-3 weeks of instruction on a block rotating day schedule
- An introductory narrative (1-2 pages) addressing the following must be included:
  - Unit context including general description of students and prior content covered (fictitious, but reasonable – What class? What grade? What unit? What has already been covered? etc.)
  - Specific unit goals and rationale (What will students know, understand, and be able to do after this unit? Why is this important?)
  - Explanation of how this sequence of lessons addresses each of the targeted NCSS Themes/Standards (specifically 1 and 5) as well as connection to relevant VA SOLs
  - Rationale explaining inclusion of technology, differentiation, etc.
- A detailed calendar summary of lessons must be included – i.e. describe your specific plan for each day. Include time parameters. Be specific.
- An assessment plan (including formative and summative assessments) must be included (1-2 pages). Describe all of the assessments you plan to use, how you will grade them, and the grade weight. Explain your rationale for the assessment plan you selected.
- A reflective summary (1 page) at the conclusion of the unit plan which addresses the challenges and successes you had in developing this unit of instruction must be included

**This assignment should be uploaded to Blackboard/Assessments TK20 and will include: 1.) introductory narrative, 2.) detailed calendar summary of day to day lessons, 3.) assessment plan, and 4.) reflective summary.**

## CULTURE

*Social studies programs should include experiences that provide for the study of culture and cultural diversity.*

**Human beings create, learn, share, and adapt to culture.** The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

**Cultures are dynamic and change over time.** The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

**Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.** They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

**In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.** Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

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## INDIVIDUALS, GROUPS, AND INSTITUTIONS

*Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*

**Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.** Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

**It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.** The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

**Students identify those institutions that they encounter.** They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

**In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.** Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

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**LESSON PLAN TEMPLATE**  
**SECONDARY EDUCATION PROGRAM**

Teacher's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Lesson Title \_\_\_\_\_ Date \_\_\_\_\_

**I. NCSS Themes and State Standards Addressed**

- NCSS
- VA SOL

**II. Objectives**

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

**III. Materials for Learning Activities**

- List the texts, equipment, and other materials to be used by the students.
- List the materials, including equipment or technology used by the teacher in presenting the experiences.

**IV. Procedures for Learning Activities**

- Introduction – outline procedures for activating prior knowledge and student interest.
- Instructional strategies – outline what the teachers and students will do.
- Closure – outline how you will summarize the lesson.
- Give estimated time for each phase of the experience (introduction, instruction, summary).
- Describe extensions or connections to other lessons.

**V. Assessment**

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

**VI. Differentiation**

- List adaptations that will be made for individual learners.

### Checklist for Unit Plan Components

<i>Components</i>	Missing	Partially included	Satisfactorily included
<b><i>General Planning</i></b>			
2-4 week unit plan			
Evidence of Interactive, Inquiry, Problem-based instruction/learning			
<b><i>Overview</i></b>			
Description of Students			
Theme			
Questions/Goals			
Rationale/Research/Theory			
Standards - SOL			
Standards - National			
Assessment Plan overview			
<b><i>Schedule/Calendar</i></b>			
<i>Daily Calendar of Lesson Sequence</i>			
<b><i>Daily Lesson Plans</i></b>			
Daily Question(s)/Objective(s)			
List of Daily Materials			
Estimated Time for Each Activity			
Assessments (formative & summative)			
Include all actual support materials needed by the teacher and students to implement the lesson (e.g. worksheets, samples of presentation slides and so on).			

<b>Unit Plan Reflection</b>			
Reflective Summary			

**Performance Based Assessment Rubric—Unit Plan  
INTASC Standards and NCSS Theme 1 and 5**

<b>Criteria</b>	<b>Levels of Achievement</b>				<b>Score</b>
	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Approaches Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Expectations</b> <b>4</b>	
<b>I.a. Objectives</b> <i>NCSS Pedagogical Standard 6 InTASC Standard 7</i>	Unit goals and specific lesson objectives are missing or unclear.	Unit goals and specific lesson objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide some sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide a clear sense of what students will know and be able to do as a result of the lesson	
<b>I.b. Objectives</b> <i>NCSS Pedagogical Standards 1&amp;2 InTASC</i>	Unit goals and specific lesson objectives include action words that are not at all developmentally appropriate or challenging	Unit goals and specific lesson objectives include action words that are only minimally challenging	Unit goals and specific lesson objectives include mildly challenging action words.	Unit goals and specific lesson objectives include appropriate action words to cognitively challenge students.	

<b>Standard 7</b>	for students.	for students. These may include vague terms such as “understand” or only basic knowledge-level verbs such as “list” or “identify”			
<b>I.c. Objectives</b>  <i>NCSS</i>  <i>Pedagogical Standard 6</i>  <i>InTASC Standard 7</i>	Goals and objectives are unrelated to standards.	Goals and objectives are only vaguely related to standards.	Goals and objectives are largely related to standards.	All goals and objectives are clearly and closely related to standards	
<b>II. a. Standards and Alignment</b>  <i>NCSS Pedagogical Standard 6</i>  <i>NCSS InTASC Standard 7</i>	Standards are not referenced in lesson.	Key standards are referenced but not connected to the objectives, learning activities, and assessment(s) in any consistent way.	Key standards are referenced and mostly integrated into the objectives, learning activities, and assessment(s).	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s) thoroughly and consistently.	

<b>II. b. Standards and Alignment</b>  <i>NCSS Theme 1, Culture*</i>	Lesson does not require students to explore cultural perspectives in any way.	Lesson does not require students to explore cultural perspectives in ways that foster cultural understanding.	Lesson enables students to explore cultural perspectives and enables some level of understanding of key concepts and processes related to Individuals, Groups and Institutions.	Lesson enables students to explore cultural perspectives and encourages deep understanding of key concepts and processes related to Individuals, Groups and Institutions through study of social and cultural systems.	
<b>II. c. Standards and Alignment</b>  <i>NCSS Theme 5, Individuals, Groups, and Institutions*</i>	Lesson fails to address concepts and processes related to Individuals, Groups and Institutions.	Lesson enables some level of understanding of key concepts and processes related to Individuals, Groups and Institutions but does not lead to the understanding of key concepts and processes through resource analysis	Lesson uses resources to encourage some level of analysis of resources to examine domestic and global policies related to cultural groups and institutions, but does not foster student interpretation of the resources.	Lesson challenges students to critically examine domestic and global policies related to cultural groups and institutions using appropriate resources and interpretation thereof.	
<b>III. a. Resources:</b>	Many resources	Resources are not well	Resources are appropriately	Resources are innovative and	

<b>Technology &amp; Teacher-Created Supporting Materials</b>  <i>NCSS Pedagogical Standard 6</i>  <i>NCSS InTASC Standards 5 &amp; 7</i>	needed for lesson are not included in plan.	integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are not evident.	integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	appropriately integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	
<b>III. b. Resources: Technology &amp; Teacher-Created Supporting Materials</b>  <i>NCSS Pedagogical Standard 6</i>  <i>NCSS InTASC Standards 5 &amp; 7</i>	No supporting materials are included.	Supporting resources are unorganized, incomplete, and/or inappropriate for student learning.  Materials do not enhance lesson.	Supporting resources are clear and complete.  Materials enhance lesson.	Supporting resources are clear, complete, and cogent.  Materials enhance lesson significantly.	
<b>IV. a. Instructional Activities</b>	Activities do not include introduction, strategies/procedures	Activities include minimal or weak introduction,	Activities include introduction, strategies/procedures and closure, and provide a	Activities are clearly articulated and include introduction, strategies/procedu	

<b>NCSS Pedagogical Standards 3, 4, 5, &amp; 6</b>  <b>InTASC Standards 4 &amp; 5</b>	and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant.	strategies/procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant.	logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant.	res and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant.	
<b>IV. b. Instructional Activities</b>  <b>NCSS Pedagogical Standards 3, 4, 5, &amp; 6</b>  <b>NCSS InTASC Standards 4 &amp; 5</b>	Plan is not engaging and motivating. The lesson includes no opportunities for students to be active learners.	Plan is minimally engaging and motivating. Most of the lesson allows students to be passive recipients of information.	Plan includes engaging and motivating activities that challenge students to employ habits of mind of critical inquiry, interpretation of evidence, or problem solving.	Plan is highly engaging and motivating throughout. Activities challenge students to employ habits of mind of critical inquiry, interpretation of evidence, and problem solving.	
<b>V. Assessment</b>  <b>NCSS Pedagogical Standards 1 &amp; 7</b>	Assessment plan is unrelated to objectives, standards and activities.	Assessment plan is limited to cover only the most basic learning objectives and	Assessment plan includes formal and informal assessment strategies that are appropriate to learner development. These	Assessment plan includes a variety of formal and informal assessment strategies that are appropriate to learner development and	

<b>NCSS InTASC Standard 6</b>		activities.	assessments are limited to cover only certain aspects of the lesson objectives, standards, and activities.	attentive to the all aspects of the lesson including learning objectives, standards, and activities.	
<b>VI. a. Differentiated Instruction</b>  <b>NCSS Pedagogical Standards 2 &amp; 6</b>  <b>NCSS InTASC Standard 3</b>	No differentiation of instruction is evident. No attempt is made to individualize activities for learning needs or strengths.	Lesson plan includes minimal differentiated instruction, which is limited to either gifted students OR students with special needs.	Lesson offers appropriate learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	Lesson clearly offers appropriate, creative, and well-integrated learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	
<b>VI. b. Differentiated Instruction</b>  <b>NCSS Pedagogical Standards 2 &amp; 6</b>  <b>NCSS InTASC Standard 2</b>	Activities are only accessible through one dominant mode.	Activities are accessible largely through one dominant mode.	Activities are accessible through a variety of entry points.	Activities are accessible through a variety of entry points, which are well-integrated throughout the lesson.	

<b>VI c.</b> <b>Developmentally Appropriate</b>  <i>NCSS Pedagogical Standards 2, 5, &amp; 6</i>  <i>NCSS InTASC Standard 2</i>	Objectives, assessment plan, and activities are entirely inappropriate for the intended grade level.	Objectives, assessment plan, and activities are largely inappropriate for the intended grade level. Areas of the lesson are not aligned in this respect.	Objectives, assessment plan, and activities are appropriate for the intended grade level, but all areas of the lesson are not equally aligned in this respect.	Objectives, assessment plan, and activities are appropriate for the intended grade level, and aligned in all areas of the lesson.	
Total					

## IMPORTANT INFORMATION FOR LICENSURE COMPLETION

### **Student Clinical Practice: Internship Requirements**

#### Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

#### Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

#### Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

#### Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application: The internship application can be downloaded at

<http://cehd.gmu.edu/teacher/internships-field-experience>