GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
SECONDARY EDUCATION PROGRAM

EDCI 567.001: Teaching Social Studies in the Secondary School
3 Credits, Spring 2017
4:30-7:10 PM/Tuesdays, West 1007

Faculty:
Name: Paula Cristina Azevedo, PhD
Office Hours: Wednesday, 3:00 – 5:00 or by appointment
Office Location: Thompson Hall Room 1801
Email address: pazevedo@gmu.edu

Co-Requisite: 15 hours school-based clinical field experience

University Catalog Course Description:
Provides teacher candidates an introduction to methods, frameworks, and practices of teaching social studies in secondary schools.

Course Overview:
EDCI 567 is a face-to-face course designed to help preservice teachers develop a repertoire of history/social studies teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on elements of historical thinking, higher-order thinking skills in social studies, standards-based instruction with an emphasis on backwards planning for instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the *Standards of Learning for Virginia Public Schools,* and the National Council for the Social Studies (NCSS) *C3 Framework* and *National Curriculum Standards for Social Studies,* and as outlined by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Interstate New Teacher Assessment and Support Consortium (InTASC). Course topics include pedagogical methods for purposeful and powerful social studies, the development of an effective learning environment, assessment, and addressing current issues facing secondary history/social studies teachers.

Course Delivery Method:
This course will be delivered using a lecture, group and class discussions.

Learner Outcomes and Objectives:
After completing EDCI 567, candidates will be able to:
- Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage historical inquiry and civic- and international-mindedness; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I

- Use evidence-based principles including, elements of Understanding by Design and the C3 Framework to develop a lesson plan that includes a broad range of instructional strategies focused on InTASC Standards and NCSS Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, II, IV, VII

- Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCH-BASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII

- Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III

- Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI

- Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

Professional Standards
By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):
- Social studies teachers: National Council for the Social Studies, http://www.ncss.org

Students should also have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC):
- http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html

Finally, students should be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards:
- http://www.nbpts.org/national-board-standards

Required Texts and Resources:

Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment and Classroom Management, by Bruce E. Larson and Timothy A. Keiper. Routledge Press (2011) (ISBN 978-0-415-87706-0)

Reading Like a Historian, by S. Wineburg, D. Martin & C. Monte Sano (2012) (ISBN 9780807754030)

A People's History for the Classroom, by Bill Bigelow. Rethinking Schools (2008). ISBN: 978-0-942961-39-3) (Found on Blackboard)

The following supplemental course materials are available on our course Blackboard site or at the URL provided

- *National Council for the Social Studies C3 Framework,* found in Student Resources folder in the course Blackboard site.

- *Thinking History* by Peter Stearns**,** found in Student Resources folder in the course Blackboard site, or at http://www.historians.org/pubs/free/WhyStudyHistory.htm

- *History: From learning narratives to thinking historically* by Keith C. Barton, found in Student Resources folder in the course Blackboard site

- *Understanding by Design Framework* White Paper by Jay McTighe and Grant Wiggins. Available at http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

- *CAEP/NCATE Unit Standards* Available on-line at:
  curriculumreview.asb-wiki.wikispaces.net/file/.../Rubric+for_Unit_Design.pdf

- *National Standards for History*. Available on-line at: http://nchs.ucla.edu/standards/
    - *National Standards for Social Studies (summaries)*—These are available on-line at:
      http://www.socialstudies.org/standards/execsummary

- *VDOE- Curriculum Framework for History and Social Science* (at least one grade level)—Available from the Virginia Department of Education website.
  http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml#sol

*Additional readings will be also provided throughout the semester on topics of discussion.

Tk20/Performance-Based Assessment(s) Submission Requirement
- Every student registered for any Secondary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **Lesson Plan and Digital resources** 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 assessment(s) 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.

Assignments and Examinations

- Fifteen hours of clinical experience are required.
- As a person going into a profession with multiple demands and time requirements, it is expected that you demonstrate associated dispositions by fulfilling classroom responsibilities in a professional and timely manner.
- Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly.
- All submitted assignments must follow APA (6th edition) formatting. Short of purchasing the current APA Publication Manual, you may also find various online resources to assist you in appropriate formatting (see Purdue University OWL website: http://owl.english.purdue.edu/owl/resource/560/01/)
- In the interest of sustainability, assignments will be submitted via the course Blackboard website. Please do not submit hard copies of assignments. Be sure you have login access and an understanding of how to properly submit assignments.
- Blackboard log-in found at http://mymason.gmu.edu (user name and password same as GMU email)
    - Once you are logged-in, you can navigate to assignments, mail and so on from the toolbar located on the left side of the page. The homepage includes syllabus, student resources and class notes (uploaded as topics are discussed).

Specific Assignments:

Two Mini Lesson Studies: You will develop and deliver two mini lessons to your peers (and hopefully during your field experience). A mini lesson is a brief lesson with a narrow focus on a particular skill or concept. Mini lessons were originally developed to precede reading or writing workshops, but have also been used in various subjects, including secondary social studies. Think of these mini lessons as opportunities for you to practice developing and delivering lessons, and collaborating with your peers on ways to improve.
The following are the criteria for each mini lesson:
- Each mini lesson will be no longer than 15 minutes
- Choose a different instructional approach for each mini lesson, such as:
    - Simulation

- Use of primary sources
- Inquiry
- Discussion
- Direct instruction (lecture)
  - o For topics and lesson plans use the following course texts:
    - *Reading Like a Historian*, by S. Wineburg, D. Martin & C. Monte Sano (2012)
    - *A People's History for the Classroom,* by Bill Bigelow. Rethinking Schools (2008)
  - o Each mini lesson plan must be typed and in the mini lesson plan template provided on Blackboard
  - o On the day of the lesson provide the instructor with a hard copy of the mini lesson plan.
  - o Come prepared to class to deliver your mini lesson, which includes any handouts, readings, PPT, videos, art supplies, etc.
  - o Peers will evaluate the lesson plan and delivery of the lesson. Peers will provide constructive critiques on ways to improve the lesson.

Two Reflection Papers: The reflection paper should be approximately 2-3 pages in length. In the reflection you should combine assigned readings, outside readings, and personal experiences. Use APA 6th edition formatting.

Reflection Paper 1: *Thinking Globally/Thinking Historically:* Read the monographs by Stearns, Barton, Hanvey, Case and Merryfield. Synthesize the information presented and write an essay reflecting the impact these frameworks work may have on you as a classroom teacher in history/social studies working in a time in which people are becoming increasingly connected. You might, for example, indicate how Barton's notions of 'Perspective," "Agency," and "Interpretation of Evidence" work to harness social studies from a global perspective. Alternatively, you might focus on the global perspective monographs from Hanvey, Case and Merryfield to inform how historical thinking must be attentive to internationalization. Be sure to also include specific ways that the authors' assertions might affect your instruction.

Reflection Paper 2: *Holocaust Museum Holocaust/ Teaching Controversial Issues*: After reading chapter 10 from Larson and Keiper's textbook, the reading packet from Facing History and Ourselves, and visiting the Holocaust Memorial Museum synthesize the information presented and write an essay reflecting the impact of learning about the Holocaust through the readings and field trip to the museum had on you. What were some thoughts you had as you walked through the museum and what connections did you make to current events? Towards the end, the Holocaust Memorial Museum poses an interesting question, "What is your responsibility now that you've seen, now that you know?" As a teacher of social studies/history what is your responsibility? How will you approach teaching the Holocaust, genocide, and other difficult topics in history and in current events to young people? Address these question and others that you and your classmates may have in this reflection paper.

Effective Learning Environment/Classroom management plan: Your effective learning environment/classroom management plan is an activity to foster consideration about how you intend to handle rules and procedures in your classroom. As such, your management plan should include the following information:
- the physical layout of the room (http://classroom.4teachers.org)
- what a person will see when he or she walks into your room
- how you will handle absences, late work, and make-up work
- what your grading policy is and how you will manage it
- what your discipline policy is (complete with classroom rules intended for display)
- how you will handle student communication
- how you will handle parent communication

Instructional Strategies Group Project/Debate: For this assignment, you will work with a group to research and support one basic instructional strategy. On the due date of this assignment, your group will present its findings and advocate for your instructional strategy as viable and effective for use in secondary social studies classrooms and specifically working with diverse learners. Additionally, focus on assessment strategies most common with this type of

instructional style and any special pedagogical and content-related skills needed to teach in this way. The following instructional strategies will be topics for investigation:
- Direct Instruction
- Cooperative Learning
- Inquiry-Based Instruction

Digital Resources for Teaching and Learning in Social Studies: Develop an annotated list of <u>ten</u> digital resources for teaching and learning in secondary social studies. <u>Five resources will be focused on content and five on pedagogy</u>. Each annotation will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the reource addresses, and accommodations needed for diverse learners. The format for this artifact may be an paper, or a slide presentation. You will <u>share one resource</u> with the class in a brief presentation Review the rubric to guide the development of your artifact.

Lesson Plan *(Three parts, which include: Lesson Plan, Presentation, and Reflection Paper):*
Create a lesson plan for one class period (90 minute), which focuses on **NCSS Theme VII, Production, Consumption and Distribution** with attention to international, national and/or local connections among systems.

The lesson must adhere to the format reviewed in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics.

Part I: Written Lesson Plan
Assessment Objective
- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale
It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).
1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:
- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:
- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan which focuses on **NCSS Theme VII, Production, Consumption and Distribution** with attention to international, national and/or local connections among systems. Use the template attached. Review the rubric (on Blackboard) to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Part II: Deliver lesson to peers (presentation)
- Each student will have 15-20 minutes
- Share with the class a summary of the lesson and a sample of the activity of your lesson
- Distribute a one page summary of your lesson to each class member
- Course-mates will provide feedback on the lesson

Part III: Lesson Plan Reflection Paper
- The reflection paper will be approximately 1-2 pages.
- Reflect upon your lesson plan after you have developed and reviewed it with your course-mates. In your reflection, consider the effectiveness of your lesson in terms of your content knowledge, active learning strategies and assessment strategies.
- Identify elements of instruction and planning you have learned and areas you feel are in need of further development.

Please review the Lesson Plan Rubric found on the Blackboard course website for assessment details.

Clinical experience project:

In this course you will spend 15 hours in area classroom(s) with teachers instructing subject(s) and grade level(s) for which you are being licensed. Many of these hours will be spent observing these teachers' instruction, but you will also be expected to engage with students individually, in small groups, and in whole groups, as your mentor teacher determines. As part of this experience, you will be reflecting on how teachers design instruction to meet the needs of students and you will consider suggestions as to how you might do things similarly and/or differently.

You should spend a *minimum* of 5 days observing teachers, with each day being a *maximum* of 3 hours. The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of your methods I class, education theories relevant to your subject matter, and concepts and research findings related to classroom/school practice, (2) study and begin to develop your pedagogical practices in a variety of classroom/school communities, and (3) promote critical, self-reflection about your current and future teaching practices.

Your Clinical Experience Summary Project should address all of the elements described on the Clinical Experience Observation Protocol and Critical Incidents Reflection Form:
1. your class's demographics
2. your classroom's layout and the teacher and student movements and interactions it enables or inhibits
3. your observations regarding your mentor teacher's and classroom's:
   a. teaching processes and practices
   b. student-teacher interactions
   c. student-student interactions
   d. teaching and learning with technology
   e. interactions with students with special needs
   f. interactions with diverse populations (e.g., ELLs or underrepresented racial/ethnic minority students)
4. critical teaching/learning incidents
5. burning issues/questions

6. "best practice" teaching tips

Consider your Protocol and Reflection Forms as well as any other relevant data you collected and prepare your Clinical Experience Summary and Analysis Project, which should consist of 4-5 page description and analysis of what you have learned. Your project should a cover page, references, and appendices (not included in the 4-5 page total). Be sure to reflect on the intersections and tensions between what you have encountered in our Methods I class, our course readings and activities, your own school experiences in similar classes, and your clinical experience observations. Finally, detail implications of this clinical experience, what you observed, and your analyses for your future teaching practices.

Note: Be sure to provide the Methods I Clinical Experience Introductory Letter to your mentor teacher, and discuss the hours expectation, Observation Protocol elements, Reflection Form content, and this Summary and Analysis Project with your mentor teacher early in your clinical experience.

College of education and human development statement of Expectations:

- **Attendance**: Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

- **Tardiness**: Prompt arrival for the beginning of class is expected.

- **Participation**: Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

- **Absence**: If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

- **Assignments**: All assignments must be completed in MSWord and submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with me.

Assignment Overview

Due Date	Assignment	Point Value
Individual dates	Mini lesson plan 1	5
Individual dates	Mini lesson plan 2	5
September 20	Reflection Paper 1	5
October 4	Classroom Management Plan	5
October 18	Reflection Paper 2	5
October 25	Digital Resources	28
November 1	Instructional Strategies Group Project/Debate	10
November 22	Lesson Plan	44
November 29 – December 6	Lesson Plan Presentation	5
December 13	Lesson Plan Reflection Paper	5

December 13	Clinical Experience Project	25
		Total: 142 points

Grading Scale:
A = 94-100% / 133-142 points
A- = 90-93% / 128-132 points
B+ = 87-89% / 123-131 points
B = 83-86% / 118-124 points
B- = 80-82% / 114-117 points
<80% / 114 points: unsatisfactory

Professional Dispositions:
Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu/teacher/professional-disposition for a listing of these dispositions. The Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:
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 practice
- 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
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- 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://oai.gmu.edu/the-mason-honor-code/**

- 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:

Date	Topics	Reading Due	Assignment Due
January 24	Course Introduction Syllabus Review Why study history? Sign up for mini lessons	~Read the course syllabus ~*Why Study History?* Peter Stearns (1993)	None
January 31	Mini lessons A social studies framework and international mindedness connections Teaching and learning for a connected world Preparation for Field Experience	~*An Attainable Global Perspective* Robert Hanvey (1976/2005) ~*Scaffolding Social Studies for Global Awareness* by Merry Merryfield (2008) ~*Key Elements of a Global Perspective*, By Roland Case (1993) ~*Historical Narratives* By Keith Barton (2011) ~Chapter 1 in Larson and Keiper	None
February 7	Mini lessons Who are our students? Teaching Historical Thinking	~Columbus Day: 1892, Not 1492 Lesson in *Reading Like a Historian* ~*Teaching Historical Thinking* by Seixas & Peck ~Chapters 4 in Larson and Keiper	None
February 14	Mini lessons The Learning Environment, classroom rules and procedures in history/social studies Review "Seventy-three suggestions" inventory	~*Classroom Management: Seventy-three suggestions…* by Brainard ~Chapters 3 in Larson and Keiper ~A People's History: through *U.S.-Mexico War Tea Party*	Reflection one
February 21	Mini lessons Social Studies Lesson Planning from assessment to anticipatory set (backwards design) and teaching diverse learners World history lesson & assessment activity: Phoenicians (van Hover)	~Chapters 2, 5 and 6 in Larson and Keiper ~*Understanding by Design framework* by McTighe and Wiggins ~A People's History: through *Whose Terrorism?* ~Did Pocahontas Rescue John Smith? in *Reading Like a Historian*	None

		~Tips for Teaching (Diverse Learners)	
February 28	Mini lessons Teaching Controversial Issues/ Structured Academic Controversy Classroom discussion, debate and deliberation	~Chapter 10 in Larson and Keiper ~Civil Discourse in the Classroom by Teaching Tolerance (Blackboard)	Classroom Management Plan
Saturday March 4 11 AM	**Field Trip to United States Holocaust Memorial Museum**	*~ Knight at the Museum: Learning History with Museums* by Marcus and Levine (Bb) ~ Visit the Holocaust Memorial Museum (http://www.ushmm.org) and focus most of your attention in *Resources for Educators* (http://www.ushmm.org/educators)	None
March 7	Mini lessons Debrief Field Trip Teaching History through Technology	*~But Mine's Better; Teaching History in a Remix Culture* By Kelley, *~Flipping the Script* by Finkel ~Deep Play: Developing TPACK for 21st Century Teachers by Koehler et al.	Digital Resources
March 14	NO CLASS	*Spring Break*	
March 21	Mini Lessons Diverse Learners in the Classroom	*Exceptional Learners: An Introduction to Special Education*, by Hallahan, Kauffman, & Pullen	Refection two
March 28	Mini lessons Group debates on instructional strategies…. cooperative learning, direct instruction, inquiry-based social studies Instructional strategies debriefing Continue discussion on Diverse Learners	~Chapter 7 and 8 in Larson and Keiper	Instructional Strategies Group Project/Debate
April 4	Mini lessons Assessment in Social Studies Guest Speakers on internship	~Chapter 9 and 11 in Larson and Keiper And Various Resources Related to your Lesson Plan including local (FCPS), state and national standards	None

	Lesson Plan Conferences	~Reich, White Paper on Authentic Assessment	
April 11	Mini lessons Social Justice in Social Studies Lesson Plan Conferences	Social Justice Resources: http://www.cultofpedagogy.com/social-justice-resources/ http://www.tolerance.org http://zinnedproject.org	None
April 18	Lesson Plan Presentations	None	Lesson Plan Lesson Plan Presentations
April 25	Lesson Plan Presentations	None	Lesson Plan Presentations
May 2	Lesson Plan Presentations	None	Lesson Plan Presentations
May 16	Final Exam Week – NO CLASS Final assignments due	None	Clinical Experience Documentation and Critical Incidents Lesson Reflection Paper Due

Core Values Commitment:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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 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 at 703-993-3686. 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/.

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 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

Deadlines
Spring internship application:
▪ Traditional: September 15
▪ On-the Job: November 1

Fall internship application:
▪ Traditional: February 15
▪ On-the Job: May 1

Appendix A
Clinical Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st 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 clinical 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 prior to mid-semester, 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 Dr. Pellegrino via Blackboard.

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

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 _____

Appendix B
Secondary Education (SEED) Program
Methods I Clinical Experience
Clinical Experience Summary and Analysis Project

In this course you will spend 15 hours in area classroom(s) with teachers instructing subject(s) and grade level(s) for which you are being licensed. Many of these hours will be spent observing these teachers' instruction, but you will also be expected to engage with students individually, in small groups, and in whole groups, as your mentor teacher determines. As part of this experience, you will be reflecting on how teachers design instruction to meet the needs of students and you will consider suggestions as to how you might do things similarly and/or differently.

You should spend a *minimum* of 5 days observing teachers, with each day being a *maximum* of 3 hours. The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of your methods I class, education theories relevant to your subject matter, and concepts and research findings related to classroom/school practice, (2) study and begin to develop your pedagogical practices in a variety of classroom/school communities, and (3) promote critical, self-reflection about your current and future teaching practices.

Your Clinical Experience Summary Project should address all of the elements described on the Clinical Experience Observation Protocol and Critical Incidents Reflection Form:
   7. your class's demographics
   8. your classroom's layout and the teacher and student movements and interactions it enables or inhibits
   9. your observations regarding your mentor teacher's and classroom's:
        a. teaching processes and practices
        b. student-teacher interactions
        c. student-student interactions
        d. teaching and learning with technology
        e. interactions with students with special needs
        f. interactions with diverse populations (e.g., ELLs or underrepresented racial/ethnic minority students)
   10. critical teaching/learning incidents
   11. burning issues/questions
   12. "best practice" teaching tips

Consider your Protocol and Reflection Forms as well as any other relevant data you collected and prepare your Clinical Experience Summary and Analysis Project, which should consist of 4-5 page description and analysis of what you have learned. Your project should a cover page, references, and appendices (not included in the 4-5 page total). Be sure to reflect on the intersections and tensions between what you have encountered in our Methods I class, our course readings and activities, your own school experiences in similar classes, and your clinical experience observations. Finally, detail implications of this clinical experience, what you observed, and your analyses for your future teaching practices.

Note: Be sure to provide the Methods I Clinical Experience Introductory Letter to your mentor teacher, and discuss the hours expectation, Observation Protocol elements, Reflection Form content, and this Summary and Analysis Project with your mentor teacher early in your clinical experience.

Grading
Your grade on this assignment is based on the following:

Criterion	Points
Completion/submission of minimum 5 Reflection Forms	5 points
Completion/submission of Observation Protocol	5 points
Completion/submission of a 4-5 page Summary and Analysis Project: • describing your class's demographics • describing your classroom's layout and the teacher and student movements and interactions it enables or inhibits • summarizing and analyzing your observations regarding your mentor teacher's and classroom's: ○ teaching processes and practices ○ student-teacher interactions ○ student-student interactions ○ teaching and learning with technology ○ interactions with students with special needs ○ interactions with diverse populations (e.g., ELLs or underrepresented racial/ethnic minority students) • describing and analyzing the critical teaching/learning incidents you observed, the burning issues/questions you raised, and the "best practice" teaching tips you gathered • including a cover page, references, and appendices (not included in the 4-5 page total) • includes reflections on the intersections and tensions between what you have encountered in your Methods I class, course readings and activities, your own school experiences in similar classes, and your clinical experience observations • details implications of this clinical experience, what you observed, and your analyses for your future teaching practices	15 points
Total	25 points

Secondary Education (SEED) Program
Methods I Clinical Experience
Critical Incidents Reflections Form
Note: Complete a minimum of 5 forms or one per the minimum 5 days of your Methods I clinical experience

Name_____   Semester/Fieldwork Date/Hours_____

Course/Subject Area_____   School/Teacher_____

Critical Incidents What were the highlights and lowlights of today's work in schools? What student or students can you identify who are having success or struggling in your classes?	
Burning Issues/Questions What issues or concerns can you identify from your today's work in schools?	
"Best Practice" Tips What activities, assignments, or strategies from your today's work in schools have you identified as particularly effective?	

Describe an artifact related to at least one of the above incidents, highlights, lowlights, successes, struggles, or burning issues—then be sure to bring this artifact to class:

_____

_____

Note: Complete at least one observation form for your Methods I clinical experience; you may complete this form across multiple visits

Name_____   Semester/Fieldwork Date_____

Course/Subject Area_____   School/Teacher_____

<u>Class Demographics</u>

Number of male students_____   Number of female students_____

Racial/ethnic groups represented_____

Are any students receiving special education services?_____   How many?_____

What kinds of special needs/abilities have been identified in these students?_____

Sample accommodations/modifications_____

_____

Are there any students identified as English Language Learners? _____   How many? _____

Sample accommodations/modifications_____

_____

Other demographic notes/observations

_____

_____

_____

_____

Sketch the classroom layout and label as many elements as you can. Pay attention to the positioning of desks, needed materials, entrances, and exits.
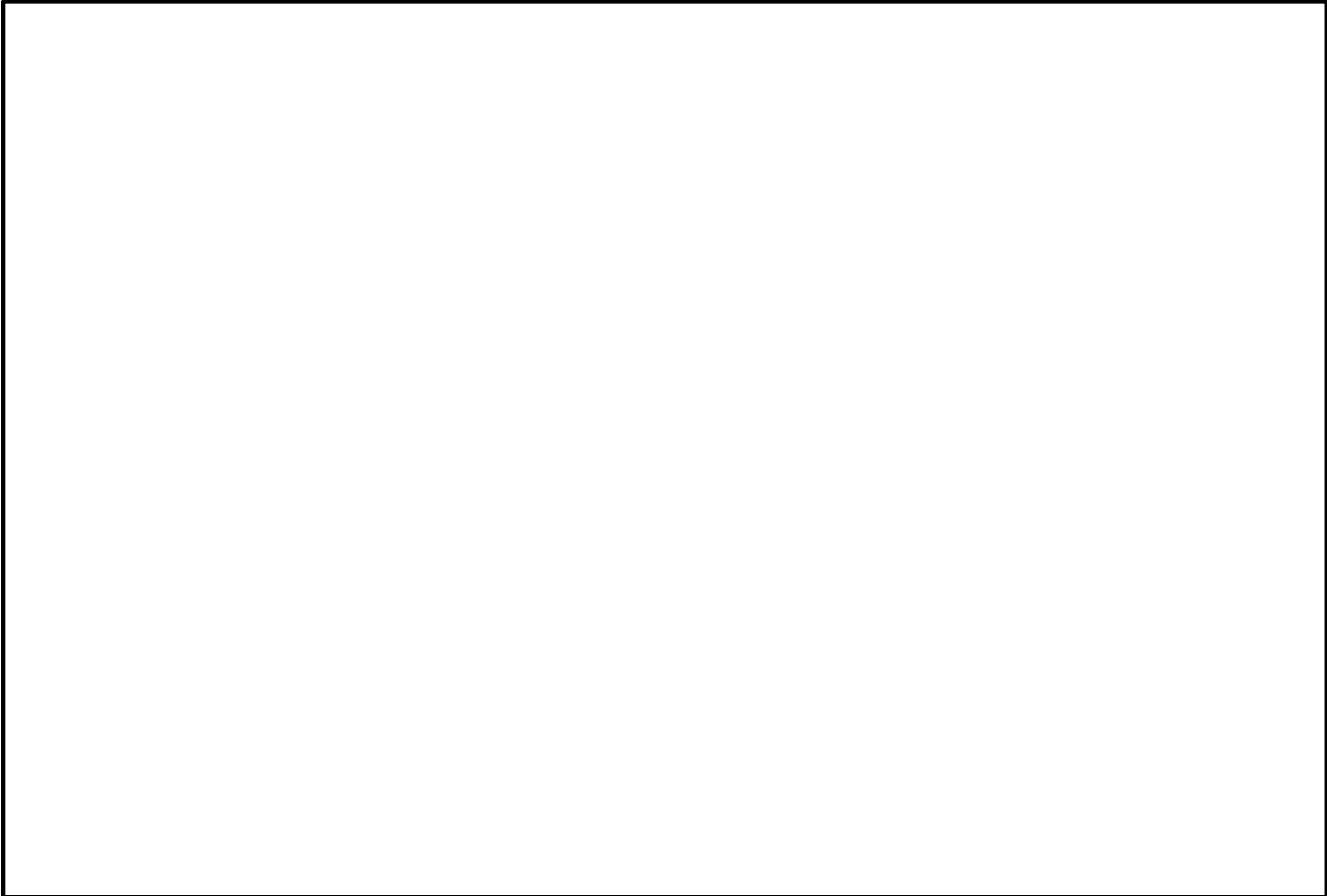
Note: Be sure to document the movement of the teacher and the students in this classroom

Focus	Questions to Consider	Evidence
Teaching processes and practices	How does the teacher begin the lesson? How does the teacher convey the objective for the day? How does the teacher transition between activities? What strategies does the teacher use to facilitate the lesson (e.g., connecting to prior knowledge, culturally relevant examples, modeling, investigation, independent practice, etc.)? What routines/procedures were observed during your visit? How does the teacher bring closure to the lesson?	
Student-teacher interactions	How does the teacher facilitate whole-class discourse? How does the teacher encourage disengaged/reluctant students? How does the teacher work with students who move quickly and/or are more engaged or appear more academically advanced than other students in class? What kinds of questions does the teacher ask during instruction (e.g., open-ended, closed, higher order)? How did the teacher keep students engaged throughout the lesson? Was there a pattern of whom the teacher called on? What was it? How does the teacher manage wait time?	

Focus	Questions to Consider	Evidence
Student-student interactions	What is the primary way that students communicate during class (i.e., whole group, small group, combination)? What was the nature of the talk between and among students (e.g., sharing answers, discussing problem solving strategies)? How are students arranged for instruction? How does the seating arrangement influence student-to-student interactions? What do students do when they disagree with each other?	
Teaching and learning with technology	What technology was available in the classroom? Did the teacher utilize the available technology? Did the teacher seem comfortable with the technology? Did the students seem comfortable with the technology? Besides technology, did the teacher use any other teaching tools (such as manipulatives)?	

Focus	Questions to Consider	Evidence
Teacher interactions with students with special needs	What kinds of learning needs were represented in the classroom? Was the class co-taught? If so, what was the instructional style of the co-teachers? What kinds of accommodations/modifications for students with special needs did you observe during the lesson? If identified, how did the students who received special education accommodations respond to the lesson?	
Teacher interactions with diverse populations	Were there any English language learners (ELLs) in the classroom? Was there an ELL support staff or co-teacher? If so, what was the instructional style of the two teachers? Did the teacher consider cultural differences during instruction? How so? Did the teacher use culturally relevant examples during instruction?	

<div align="center">

Appendix C
Digital Resources for Teaching and Learning in Social Studies Assessment

</div>

Assessment Objective
- The candidate will develop an annotated list of ten digital resources for teaching and learning in secondary social studies. Five resources will be focused on content and five on pedagogy. Each annotation will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the reource addresses, and accommodations needed for diverse learners.

Research base/Rationale
It is important that teacher candidates demonstrate their ability to find and use digital resouces to ehance the effectivenss of instrction. It is likewise important that candidates understand how to use these resources in ways that challenge students to use and evaluate them. In social studies, this is particularly valuable for teachers as so many important resources are available through the Internet.

For this assignment you will locate ten specific digital resources that you can use to support your pedagogy and content. In your artifact, you will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the reource addresses, and accommodations needed for diverse learners. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible.

Assessment Task
Develop your annotated list of digital resources using the template attached. The artifact may be presented in a word processing or slide presentation format. Review the rubric to guide the development of your artifact.

NOTE: Your artifact will be evaluated based on adherence to the provided format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; coherence of writing and mechanics.

How to Submit this Assessment
Submit your lesson plan to Blackboard. See course schedule for due date.

Digital Resources Assessment Rubric

Criteria	Does Not Meet Expectations 1	Approaches Expectations 2	Meets Expectations 3	Exceeds Expectations 4
The digital social studies resources artifact includes assigned number of resources	The artifact includes fewer than 5 total digital resources	The artifact includes between 5 and 9 total digital resources	NA	The artifact includes 10 total digital resources
The digital social studies resources artifact is written in an appropriate format	The artifact Is presented in a way that is unclear. Text is unclear and poorly formatted.	The artifact Is fairly well written, but includes formatting errors and unclear descriptions.	The artifact is well written and includes no significant formatting errors or unclear descriptions.	The artifact is well written and cogent. Descriptions are clear and the artifact contains no formatting errors
The digital social studies resources artifact includes descriptions of each resource *InTASC 5i* **ISTE 2a**	Descriptions of the digital social studies resources artifact are vague and do not provide evidence that the candidate reviewed the resources	Descriptions of the digital social studies resources artifact provide evidence that the candidate reviewed the resources, but these descriptions are not detailed	Descriptions of the digital social studies resources artifact provide detailed evidence that the candidate reviewed the resources	Descriptions of the digital social studies resources artifact provide detailed evidence that the candidate reviewed a wide variety of offerings in the resources
The digital social studies resources artifact includes resource evaluation **InTASC 5k, 5l** **ISTE 2a**	No evaluation of the digital social studies resources is present	Evaluation of the digital social studies resources are present, but general in nature and do not include details from the resource	Evaluation of the digital social studies resources are present, and include some details from the resource	Evaluation of the digital social studies resources are present, and include extensive details from the resource
The digital social studies resources artifact includes description of the utility of resources **InTASC 7k, 8n** **ISTE 2c**	No description of the utility of resources for social studies teachers is present	Description of the utility of resources for social studies teachers is present, but does not include sufficient detail including specific social studies content areas	Description of the utility of resources for social studies teachers is present, and includes some detail including use with specific social studies content areas	Description of the utility of resources for social studies teachers is present, and includes extensive detail regarding use with specific social studies content areas
The digital social studies resources artifact includes description of the national and state	No inclusion of national or state standards is present.	National and state standards are included in the artifact, but relation to the resources is vague.	National and state standards are included in the artifact, and relation to the resources is explicit	National and state standards are included in the artifact, and relation to the

standards addressed **InTASC 7g**				resources is detailed and explicit.
The digital social studies resources artifact includes accommodations needed for diverse learners. **InTASC 2f** **ISTE 2c and 4b**	No accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included .	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included, but are vague	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included with some level of detail	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included with a high level of detail

ANNOTATION TEMPLATE

Resource:	
Subject/Grade level appropriate:	

Guiding Questions	Comments
Brief description**:**	
Evaluation of resource effectiveness**:**	
Utility for practice:	
National and/or state standards	
Accommodations:	

Lesson Planning Assessment

Assessment Objective
- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.
- The lesson must focus on **NCSS Theme VII, Production, Consumption and Distribution** with attention to international, national and/or local connections among systems.

Research base/Rationale
It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).
1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

Additional questions to consider:
- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

For this course, a lesson plan must be developed for one teaching session (assumning a blocked class of 85-90 minutes). As you gain pedagogical content knowledge and become proficient, your lesson planning may become less detailed. For this assessment, however, we are looking for substantilal detail to enable us to evaluate your planning.

Part of the planning process includes considering the following tasks:
- begin with developing goals/objectives and assessment ideas
- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- develop assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

How to Submit this Assessment

Submit your lesson plan to Blackboard. See course schedule for due date.

Lesson Plan Rubric

	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4	Score
LESSON PLANNING **The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.** **InTASC 7(a)** **NCSS** **Pedagogical Standard 6**	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well developed**, performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**	
The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. **InTASC 7(g)** **NCSS** **Pedagogical Standards 1&2**	The candidate **does not** identify national/state/ local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.	
NCSS Standards and Alignment NCSS Theme 7, Production, Consumption and Distribution*	Lesson does not foster economic perspectives, and does not lead to the understanding of key economic concepts and processes.	Lesson offers some opportunity to consider key economic concepts and processes, but without regard to economic perspective.	Lesson supports student development of economic perspectives and understanding of key economic concepts and processes through study of economic systems	Lesson actively encourages students to develop economic perspectives and deep understanding of key economic concepts and processes through study of economic and sociopolitical systems.	
The candidate continually seeks appropriate ways to employ technology to	The candidate does not identify appropriate technology to engage learners	The candidate identify technology to engage learners though it would be ineffective to teach	The candidate identifies appropriate technology to engage learners	The candidate identifies effective, creative and appropriate technology to	

support assessment practice both to engage learners more fully and to assess and address learner needs. **InTASC 6(i)** **NCSS Pedagogical Standard 6**	even though it was available.	the content and address learner needs.	more fully and assess and address learner needs.	engage learners more fully and assess and enhance student learning needs.	
The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. **InTASC 5(c)** **NCSS Pedagogical Standard 6**	The candidate's plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content learning in varied contexts.	The candidate's plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied contexts.	The candidate's plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts.	The candidate's plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize content learning in varied contexts.	
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. **InTASC 7(b)** **NCSS Pedagogical Standards 2 & 6**	The candidate's lesson **plan does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of accommodations** to differentiate instruction for individuals and groups of learners.	
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate and effective** for the	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include a **variety of creative, active learning, instructional**	

InTASC 7(c) **NCSS Pedagogical Standards 3, 4, 5, & 6**			lesson.	**strategies** that address learner differences to maximize learning.	
PLANNED INSTRUCTIONAL STRATEGIES **The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.** **InTASC 4(d)** **NCSS Pedagogical Standards 3, 4, 5, & 6**	The candidate **does not** plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	The candidate plans an opening activity that **actively** stimulates learner reflection on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to learners' experiences.	
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **InTASC 6(e)** **NCSS Pedagogical Standards 1 & 7**	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.	
ASSESSMENTS **The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.** **InTASC 7(d)** **NCSS Pedagogical Standards 1 & 7**	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective**.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.	

The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. InTASC 6(b)	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.	
				Total	

*You are required to demonstrate mastery of NCSS Theme Seven (7) with a score of 2.0 or higher.

LESSON PLAN TEMPLATE

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	

LESSON PLANNING	*Optional* **Teaching Points/ Cues/Time**
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	
Accommodations:	
Extensions	

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure	
ASSESSMENT	
Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	