

George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically, Diverse and Exceptional Learners (TCLDEL) Program

EDUC 512.6F1 – Teaching Elementary Social Studies in International Schools
3 Credits, Summer 2017
July 6-17, 2017, 8:30-3:20 pm. TH L018

Faculty

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Prerequisites/Corequisites

Admission to GSE, enrollment in the TCLDEL program.
Recommended Prerequisite: EDUC 511.

University Catalog Course Description

Builds expertise in methods, including experiential and student-centered learning and developing comprehensive lessons plans to enhance teaching social studies in international PK-6 classrooms. Exposes prospective teachers to critical issues and concerns in teaching social studies in the global classroom. Requires 20 hours of PK-6 classroom fieldwork. Offered the Graduate School of Education. May not be repeated for credit.

Course Overview

EDUC 512 is a methods course in TCLDEL, a program that prepares elementary teachers for international schools. TCLDEL applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 512 addresses the program goals that develop skills in instructional planning, implementation, and assessment. Further this course promotes developing elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Course Delivery Method

This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand objectives, subject matter, and materials of elementary social studies instruction.
2. Develop high quality, integrated units and lesson plans for social studies based on inquiry, critical thinking, and cooperative learning models.
3. Identify and use a variety of instructional strategies for teaching social studies lessons in international settings.
4. Integrate technology resources such as simulations into elementary social studies.

5. Integrate content from the arts, math, science and literature into social studies.
6. Examine issues related to multiculturalism and diversity and their relevance to teaching elementary students.
7. Address standards in instructional planning; know and explain the key elements of the national social studies standards and the Virginia Standards of Learning in social studies.
8. Use various kinds of student assessment data to plan, implement, and improve instruction.

Professional Standards (INTASC/ ISTE Standards)

Upon completion of this course, students will have met the following professional standards:

ACEI/NCATE:

2.4. Social Studies – candidates know, understand and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography and the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.4. The arts – candidates know, understand and use – as appropriate to their own understanding and skills – the contents, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry and engagement among elementary students.

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

3.2. Adaption to diverse students – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3. Development of critical thinking and problem solving – candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

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

IB-PYP Practitioner Award Programme Requirements: *The teacher will learn to use transdisciplinary planning and teaching skills. The teacher will know about the learner profiles and how to use them to support teaching in language arts.*

- a. International education and the role/philosophy of the IBO PYP programme
- b. Curriculum frameworks; principles, structures and practices
- c. Curriculum and instructional design
- d. Curriculum articulation
- e. Learning, theories, strategies and styles
- f. Teaching methodologies and the support of learning
- g. Differentiated teaching strategies
- h. Selection and evaluation of teaching and learning materials
- i. Developing assessment strategies
- j. The principles and processes of reflective practice
- k. Collaborative working: planning, implementation and evaluation

INTASC:

The Learner and Learning

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content

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

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

Instructional Practice

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Technology (ISTE/NETS):

I. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

II. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in content and to develop the knowledge, skills, and attitudes identified in the NETS-S.

III. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

IV. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

V. Teachers continually improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

EDUC 512 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 512 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
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Standard #2 Learning Differences	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #4 Content Knowledge	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #2 Ethical Leadership
Standard #5 Application of Content	Standard #3 Model Digital-Age Work and Learning	Value #3 Innovation
Standard #7 Planning for Instruction	Standard #4 Promote & Model Digital Citizenship & Responsibility	Value #4 Research Based Practice
Standard #8 Instructional Strategies	Standard #5 Engage in Professional Growth & Leadership	Value #5 Social Justice
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts

- Rubin, B.C. (2012). *Making citizens: Transforming civic learning for diverse social studies classrooms*. New York, NY: Routledge.
- Teachers Curriculum Institute. (2010). *Social Studies Alive! Methods to Transform Elementary Education*. Rancho Cordova, CA: Teachers Curriculum Institute.
- Zarrillo, J. (2012). *Teaching elementary social studies: Principles and applications* (4th Ed.). Boston, MA: Pearson.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.

Relevant Websites:

International Baccalaureate Organization – Online Curriculum Center (OCC)

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

Practitioner Research as Staff Development:

<http://www.valrc.org/publications/research/index.html>

American Psychological Association

<http://www.apa.org>

National Council on Social Studies:

<http://www.socialstudies.org/standards>

National Center for History in the Schools:

<http://nchs.ucla.edu/>

The American Geographical Society:

www.amergeog.org

The National Council for Geographic Education:

www.ncge.org

American Historical Association:

www.historians.org

National Council on Economic Education:

www.ncee.net

American Anthropological Association:

www.aaanet.org

National Archives and Records Administration:

www.archives.gov

Teaching With Historic Places:

www.nps.gov/history/nr/twhp/

Smithsonian Source:

www.smithsoniansource.org/

UNICEF: Voices of Youth:

www.unicef.org/voy/index.php

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(Individual Unit Plan/IB Planner)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessments is required to submit these assessments and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments: the Project Based Assessment (PBA) and fieldwork log. These final assignments will be uploaded into Blackboard for grading on TK20. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins and double-spaced, unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. **Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.** I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe

Assignment	Percent of Final Grade	Outcomes Addressed
Participation	16	All
Using Current Events to Teach Social Studies	8	A, B, C, F, H
Using Location to Teach Social Studies	8	A, B, C, G
Social Studies through Literature	8	A, B, C, E, F
Teaching Strategies Multimedia Presentation	10	A, B, C, D, F, G, H
Performance Based Assessment (PBA): <i>Individual Unit Plan/IB Planner*</i>	30	All
Field Experience	10	All
Lesson Plans	10	All

More detailed descriptions of assignments and rubrics are included at the end of the syllabus.

Field Experience Record and Evaluation^{TCLDEL}

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** These forms are located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf>, You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* **The deadline to submit your field experience placement is June 22nd.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g., EDUC 511.6F1).**

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience placement is June 22nd.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Performance Based Assessment (PBA): (30%) **Due: January 15

Assignment 1a - Individual Unit Plan/IB Planner - During your fieldwork, you will design an individual PYP transdisciplinary unit using the IB planner as a guide. It should address one of the following IB transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet.

The unit plan should be 2 weeks in length and should include social studies and one or more of the content areas (Literacy, Science, and/or Math), as well as both technology and Fine Arts. Each participant will submit the IB Planner and an overview chart. The overview chart should include an objective, learning activities, and assessment for each day in bullet point format. Detailed daily lesson plans are not required. The plan will be scored using the PBA rubric (at the end of the syllabus).

Assignment 1b - Designated Common Assessment: Lesson Plans (Also DUE JAN 15) (10%)
Select two (2) of the lessons in the unit plan and write detailed lesson plans (See instructions in Appendix A) to teach in your setting. If you are not in a full-time teaching placement then work closely with your supervising teacher to suit your context. The two lessons must be observed either by a peer

teacher and/or supervisor. Plan to share your plans with your observe prior to teaching and to conference with them after your teaching. Submit your lesson plan to TK20 to complete Part 1a your assignment. You will be implementing a minimum of two IB Social Studies Lessons from your Individual Social Studies IB Unit Planner (you may teach all five lessons from your Planner).

Outside Evaluation: For each lesson you teach, you must have your supervisor or cooperating teacher evaluate your teaching using the form attached. Present your planner to your supervisor or cooperating teacher and have them review it in advance. Submit the signed form to TK20 where it will be reviewed by your instructor.

The assignment will only be graded in TK20 according to the Performance Based Assessment Guidelines above.

Participation (16%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, conversations to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

Using Current Events to Teach Social Studies Concepts (8%) **Due: July 10.

Each student will be responsible for developing a brief (3-4 page) summary of an appropriate local, state, national or international news item that might be used to teach social studies at the elementary level. The write up should: 1) Provide a brief summary of the current event; 2) Include necessary background information for teachers wanting to address this topic - this should include a brief history and contextualization of the event (e.g., why this is this current event relevant to what you might be teaching) and some suggested quality resources (both print and digital); 3) Include an lesson plan for an elementary lesson about this topic.

Using Location to Teach Social Studies (8%) **Due – July 12.

An important component in the teaching of social studies is making connections not only to the global, but also to the local. For this assignment, each student will create a field trip plan that could be undertaken where the teacher is currently teaching (be it domestic or international). The field trip plan should include: 1) general logistical information (location, intended grade level, field trip site, why you chose this site, duration of the visit, etc.), 2) what pre-teaching or scaffolding needs to take place before students go to the field trip site, 3) what activities the students would participate in at the field trip site, and 4) what follow up lessons, reflections, and activities would take place following the field trip.

Social Studies through Literature (8%) **Due: July 16.

One of the most successful ways in which to help students relate to social studies concepts and content is through the use of literature as it provides a rich platform through which ideas, events, and frameworks can take on a “real” and “personal” perspective. For this activity, each student should select a concept or event from history. **The concept or event should be pre-approved by the instructor.** The student should then select one fiction and one non-fiction text that could be used for primary aged students (K-2) and one fiction and non-fiction text that could be used for upper elementary students (3-5). A 3-4 page paper should then be constructed which contains the following information: 1) the selected concept or event and why it was chosen, 2) a brief summary of the main ideas the students would be learning about this concept or event, 3) the books selected, 4) a brief description of each text, and 5) how each book relates to the concept or event

Teaching Strategies Multimedia Presentation (10%)Due: July 17**

Each student will create a multimedia (Prezi, PowerPoint, etc.) presentation on a social studies teaching method. A list of strategies will be provided in class, but students may select a strategy not on the list as long as it has been approved by the course instructor. The presentation should focus on 1) describing what the strategy is, 2) explaining how the strategy is enacted, 3) determining when the strategy could best be utilized, and 4) providing a summary of potential benefits and roadblocks.

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

- Copying a paper or part of a paper from another student (current or past);
- Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
- Copying the words of an author from a textbook or any printed source (including the internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. **Work submitted late will be reduced one letter grade for every day of delay.** Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up*

to the discretion of the instructor to approve the late/makeup work.

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Students with two or more absences will not receive credit for the course.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>). ^{[[1]]} _{[[SEP]]}
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>). ^{[[1]]} _{[[SEP]]}
- 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. ^{[[1]]} _{[[SEP]]}
- 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/>). ^{[[1]]} _{[[SEP]]}
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor. ^{[[1]]} _{[[SEP]]}

Campus Resources ^{[[1]]} _{[[SEP]]}

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/>. ^{[[1]]} _{[[SEP]]}

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus> ^{[[1]]} _{[[SEP]]} **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

Tentative Schedule of Classes

Chapters from Social Studies Alive! will be assigned in class for the next day – or lunchtime reading.

Class 1	Friday, July 06th, 2018
General Topics	Why Social Studies? An exploration of importance Understand objectives, subject matter, and materials of elementary social studies instruction
Readings	Rubin – Chapters 1-3 Zarillo – Chapter 1
Assignment Due	None

Class 2	Monday, July 9th, 2018
General Topics	Essential Questions in Social Studies Examine issues related to multiculturalism and diversity and their relevance to teaching elementary students. Address standards in instructional planning; know and explain the key elements of the national social studies standards and the Virginia Standards of Learning in social studies.
Readings	Rubin – Chapters 4-6
Assignment Due	None

Class 3	Tuesday, July 10th, 2018
General Topics	Fostering a learning environment in Social Studies Develop high quality, integrated units and lesson plans for social studies based on inquiry, critical thinking, and cooperative learning models. Identify and use a variety of instructional strategies for teaching social studies lessons in international settings.
Readings	Zarillo – Chapters 2-3
Assignment Due	Using Current Events to Teach Social Studies

Class 4	Wednesday, July 11th, 2018
General Topics	FIELD TRIP Develop an experiential understanding of using location to explore social studies
Readings	Zarillo – Chapters 4-5
Assignment Due	NONE

Class 5	Thursday, July 12th, 2018
General Topics	The tangible and intangible in Social Studies Develop high quality, integrated units and lesson plans for social studies based on inquiry, critical thinking, and cooperative learning models. Identify and use a variety of instructional strategies for teaching social studies lessons in international settings.
Readings	Zarillo – Chapters 6-7
Assignment Due	Using Location to Teach Social Studies

Class 6	Friday, July 13th, 2018
General Topics	The tangible and intangible in Social Studies (cont.) Integrate technology resources such as simulations into elementary social studies. Integrate content from the arts, math, science and literature into social studies.
Readings	Zarillo – Chapters 8-9
Assignment Due	None

Class 7	Monday, July 16th, 2018
General Topics	Playing with methods in social studies Use various kinds of student assessment data to plan, implement, and improve instruction.
Readings	None
Assignment Due	Social Studies through Literature

Class 8	Tuesday, July 17th, 2018
General Topics	Society and Social Studies Use various kinds of student assessment data to plan, implement, and improve instruction.
Readings	None
Assignment Due	Teaching Strategies Multimedia Presentation

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

EDUC 512: Scoring Rubric for Individual Social Studies IB Planner

Name _____ Date _____

Unit Title: _____ Transdisciplinary Theme: _____

	4 – Exceeds Standard (Met)	3 – Meets Standard (Met)	2 – Approaches Standard (Not Met)	1 - Unacceptable (Not Met)
<p>Central Idea and Inquiry Into</p> <p>ACEI Standard 3.3: Critical Thinking and Problem solving</p>	<ul style="list-style-type: none"> *The central idea is global and clearly related to the organizing theme *The inquiry into is directly related to the central idea and clarifies it *The unit of inquiry demands that students search for an in-depth understanding through research and inquiry *The inquiry provides significant opportunity for critical thinking and problem solving *The unit is significant, relevant, engaging 	<ul style="list-style-type: none"> *The central idea is global related to the organizing theme but minimally *The inquiry into is not significantly related to the central idea and/or does not clarify it *The unit of inquiry requires students search for an in-depth understanding through research, inquiry, critical thinking and problem solving *The unit lacks significance, relevance, and/or engagement 	<ul style="list-style-type: none"> *The central idea is not global *The inquiry into is not related to the central idea and/or does not clarify it *The unit of inquiry places requires in-depth understanding through research, inquiry *The unit lacks significance 	<ul style="list-style-type: none"> *There is no central idea or inquiry into *The central idea is not global *The inquiry into is not related to the central idea and does not clarify it *The unit of inquiry places no demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving *The unit has no significance, relevance, and engagement
<p>Resources</p> <p>ACEI Standards 2.5 The Arts</p>	<ul style="list-style-type: none"> *The resources list is varied and realistic *Technology enhances unit *Visual and performing arts are robust and are appropriate for the content 	<ul style="list-style-type: none"> *The resources list *Technology is included and appropriate *The performing and visual arts are included 	<ul style="list-style-type: none"> *The resources list not varied and/or realistic *Technology is included but is not appropriate *Some of the arts are included but not appropriate 	<ul style="list-style-type: none"> *The resources list is not realistic *Technology is not included *No performing or visual arts resources are included

<p>Key Questions</p> <p>ACEI Standard 3.1: Integration and application</p>	<ul style="list-style-type: none"> *Open-ended teacher questions are robust and get to the essence of the central idea and inquiry *There are questions using responsibility, perspective and/or reflection that are appropriate and guide the inquiry *The plan reflects extensive integration across content domains and specific activities to apply such knowledge 	<ul style="list-style-type: none"> *Open-ended teacher questions *Are beginning to get to the essence of the central idea and inquiry *There are some questions using responsibility, perspective and/or reflection but not all are appropriate to guide the inquiry *The plan reflects integration and some specific content application 	<ul style="list-style-type: none"> *The teacher questions are not open-ended and/or do not get to the essence of the central idea or inquiry *There are questions using responsibility, perspective and/or reflection but they are not appropriate and would not guide the inquiry *The plan reflects minimal integration across content domains and few specific content activities 	<ul style="list-style-type: none"> *There are no teacher questions *The questions are not at all related to the essence of the central idea and/or inquiry *There are no questions using responsibility, perspective and/or reflection *The plan reflects no integration or specific content applications
<p>Activities</p> <p>ACEI Standard 3.2: Adaptation to diverse student</p>	<ul style="list-style-type: none"> *All of the activities are related to the key questions *All of the activities address student outcomes *All of the activities are designed with the assessments in mind *All of the activities are developmentally appropriate *Evidence of differentiation for diverse learners is provided *Demonstrates a strong understanding at learning theory 	<ul style="list-style-type: none"> *Most of the activities are related to the key questions *Most of the activities address student outcomes *Most of the activities are designed with the assessments in mind *Most of the activities are developmentally appropriate *Some evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *Some of the activities are related to the key questions *Some of the activities address student outcomes *Some of the activities are designed with the assessments in mind *Some of the activities are developmentally appropriate *Little evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *None of the multiple intelligences are included *The activities do not seem related to the key questions *None of few of the activities address student outcomes *None or few of the activities are designed with the assessments in mind *None or few of the activities are developmentally appropriate *No evidence of differentiation for advanced learners is provided

<p>Action</p> <p>ACEI 3.4: Active engagement in learning</p>	<ul style="list-style-type: none"> *the unit provides opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is authentic *multiple opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides some opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not completely authentic *some opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides few opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *few opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides no opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *no opportunities are provided for positive social interaction
<p>Assessment</p> <p>ACEI Standard 4: Assessment</p>	<ul style="list-style-type: none"> *There are formative and summative assessments *Students are given the standards for assessment (criteria, models, rubrics) and have substantial opportunities for students to self-assess *The assessment allows for ample student choice of content or strategies *The assessment comprehensively addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are some formative and summative assessments *Students are given and a have the standards for assessment and have opportunities for students to self-assess *Sufficient assessments allow for student choice of content or strategies *Assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are few formative and summative assessments *Students are very few of the standards for assessment *There are few opportunities for students to self-assess *Very little of the assessment allows for student choice of content or strategies *Little of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are no formative and summative assessments *Students are not given the standards for assessment *There are no opportunities for students to self-assess *Almost none of the assessment allows for student choice of content or strategies *Almost none of the assessment addressed the central idea, inquiry into, and key questions
<p>Achievement of Purpose</p> <p>ACEI Standard 5.1: Professional growth, reflection and evaluation</p>	<ul style="list-style-type: none"> *There is strong evidence that the teacher has reviewed the original purpose and decided it effective *There is strong evidence that the teacher has been reflective about the positives and negatives *There is strong evidence of the teacher’s overall evaluation of the unit 	<ul style="list-style-type: none"> *There is sufficient evidence that the teacher has reviewed the original purpose *There is sufficient evidence that the teacher has been reflective about the positives and negatives *There is sufficient evidence of the teachers overall evaluation 	<ul style="list-style-type: none"> *There is minimal evidence that the teacher has reviewed the original purpose and decided it effective *There is minimal evidence that the teacher has been reflective about the positives and negatives *There is minimal evidence of the teacher’s overall evaluation of the unit 	<ul style="list-style-type: none"> *There is no evidence that the teacher has reviewed the original purpose and decided it effective *There is no evidence that the teacher has been reflective about the positives and negatives *There is no evidence of the teacher’s overall evaluation of the unit

<p>Social Studies</p> <p>ACEI Standard:2.4 Social Studies Content</p>	<p>*Unit shows ample evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate</p>	<p>*Unit shows satisfactory evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate</p>	<p>*Unit shows minimal evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate</p>	<p>*Unit shows no evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate</p>
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Adapted from Ellen Alquist, Primary Years Programme: Sample Planner

Teaching Social Studies in the PYP Feedback Form

Teacher: _____ Date: _____

Observer: _____ Date: _____

Title: _____

School: _____ Grade/Subject(s): _____

Lesson Observed: _____

Please score the teacher on the following aspects based on your observation of their teaching two lessons from their social studies IB unit completed as a portion of their course requirements for EDUC 512. The teacher is requested to reflect on your feedback as a valuable opportunity to grow as a professional educator, and the quality of their reflection is scored as part of their final grade on their unit assignment.

ACEI/NCATE Standard	Exceed Standard- 4	Meets Standard -3	Approaches Standard - 2	Needs Improvement -1
Social Studies Content (ACEI 2.4)	Social Studies concepts are identified and demonstrate the ability to engage students fostering informed decision making and connecting student learning to culturally diverse ideals and interdependence	Social studies concepts are clearly identified and the lesson engages students in decision making with culturally relevant content	Social studies concepts are clearly identified for students and the lesson demonstrates the ability to engage students in decision making	Social studies concepts are identified in the lesson plan but not clearly stated for students
The Arts Content (ACEI 2.5)	Visual and performing arts are evident in the lesson plan and used in teaching to engage students, foster inquiry and using the arts to communicate and engage in social studies learning	Visual and performing arts are evident in the lesson plan, used to engage students in fostering inquiry in social studies content	Visual and performing arts are visible in the lesson plan and used during teaching to engage students in social studies content	Visual and performing arts are visible in the lesson plan but not used in teaching

Integrating/ applying content (ACEI 3.1)	Lesson plans provide evidence of knowledge of students, demonstrate connections to learning theory which provide avenues for curriculum integration and community engagement	Lesson plans provide evidence of knowledge of students and demonstrate connections to learning theory with substantive connections to learning theory	Lesson plans provide knowledge of student connections to learning theory and minimal connections are made during teaching	Some evidence is provided in planning but not demonstrated in teaching
Adaptation to diverse learners (ACEI 3.2)	Lesson plans show evidence of differentiation including differing learning opportunities for students which demonstrate adapted learning for diverse learning needs	Lesson plans show evidence of differentiation including differing learning opportunities which are available to students during the lesson	Lesson plans show evidence of differentiation and include minimal opportunities for diverse student learning	Lesson plans show evidence of differentiation but not evident in teaching
Development of critical thinking and problem solving (ACEI 3.3)	Teacher engages students in activities based on critical thinking strategies that encourage student inquiry and develops social studies content through inquiry based learning strategies	Teacher engages students in activities based on critical thinking and problem solving strategies encouraging student inquiry into problems	Teacher engages students based on critical thinking strategies	Critical thinking and problem solving are evident in lesson plan but not used in teaching
Active engagement in learning (ACEI 3.4)	Teacher engages students in active learning using small/individual group instruction to foster motivation and creating a positive and supportive climate for all learners	Teacher engages students in active learning using whole group or small group instruction to foster motivation	Teacher engages students in active learning	Active learning strategies are present in lesson plan but not used in teaching

Communication to foster collaboration (ACEI 3.5)	Teacher skillfully uses verbal and nonverbal communication skills to foster engagement structuring the environment to foster active learning and using media communication to support interaction	Teacher uses verbal and nonverbal communication skills to foster active learning little evidence of media communication is used in the lesson	Teacher uses some verbal and nonverbal communication skills during teaching	Evidence is provided in the lesson plan but not used in teaching
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Scoring Observation	Lesson 1	Lesson 2
Social Studies Content (ACEI 2.4)	_____	_____
The Arts (ACEI 2.5)	_____	_____
Integration/Application (ACEI 3.1)	_____	_____
Diverse Learners (ACEI 3.2)	_____	_____
Critical Thinking/Problem Solving (ACEI 3.3)	_____	_____
Active Engagement (ACEI 3.4)	_____	_____
Collaboration (ACEI 3.5)	_____	_____
TOTAL	_____	_____
Comments Lesson 1:		

Comments Lesson 2:

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

**Appendix A
Lesson Planning Assessment**

Assessment Information:

In the TCLDEL International Elementary program, the Lesson Planning Assessment is completed during EDUC 512 and is assessed by the course instructor. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor/University Facilitator prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9

CAEP Standards: 1.1

VDOE Standards: 1, 2, 3, 4, 6

THEMES: Technology Diversity College-and-Career-Ready

SPA Standards:

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

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 learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* The number of learners, their academic readiness levels and cultural background, and prior knowledge.
2. *What do I want my learners to learn?* The content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards.
3. *How will I know what the learners understand?* Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.
4. *How will my learners learn best?* Teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more 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 (aligned to appropriate curriculum standards, Virginia SOLs and College and Career Ready standards)
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions, use of technology
- identify the strengths and needs of all learners
- identify adaptations/modifications/extensions needed to meet learner needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Directions for completing the assessment task

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

Section 1: Classroom Context

Classroom decisions are made based upon your learners’ strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge. Make certain to address how your knowledge of your learners will affect your planning. (½ to 1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the objective(s) and connection to Virginia SOLs and College and Career Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon

your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements. (Virginia Standards of Learning (SOLs), College-and-Career Ready skills, and other content specific objectives should be included in lesson plans.) (1-2 pages)

Section 3: Instruction

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2-3 pages)

Section 4: Reflection after Instruction: Impact on Learning

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the objectives for the lesson. How do you know learners were able to successfully meet the lesson objectives? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)

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. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

References

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
The candidate identifies individual and group prerequisites in order to design instruction to meet learners’ needs in the following areas of development (Cognitive, linguistic, social, emotional, and physical). InTASC 1 VDOE 1 SPA Diversity	The candidate does not design instruction to meet learners’ needs in each area of development .	The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.	The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.	The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development .
Section 2: PLANNING FOR INSTRUCTION				
The candidate identifies performance-	The candidate does not identify performance-based	The candidate identifies objectives and	The candidate identifies performance-based	The candidate identifies well-developed,

<p>based objectives and appropriate curriculum goals that are relevant to learners.</p> <p><i>InTASC 7 VDOE 2 SPA</i></p>	<p>objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>curriculum goals but they are not performance-based or appropriate for subject and/or grade level.</p>	<p>objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>performance-based objectives, curriculum goals that are appropriate for subject and/or grade level; correctly formulated; and addresses all domains.</p>
<p>The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7 VDOE 2 SPA Diversity</i></p>	<p>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.</p>	<p>The candidate identifies national/state/local standards but the standards are not aligned with the objectives and/or marginally relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives and relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are clearly aligned with the objectives and relevant to learners.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4 VDOE 1 SPA Diversity</i></p>	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>The candidate organizes and creates face-to-face and virtual</p>	<p>There is little, if any, evidence of routines, procedures, or</p>	<p>Candidate recognizes the value of a learner-centered classroom</p>	<p>The classroom is a learner-centered environment that is a safe and positive</p>	<p>The classroom conveys a safe, positive, and inclusive</p>

<p>environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i> <i>VDOE 5</i> <i>SPA</i> Technology</p>	<p>proactive actions to establish a climate for learning.</p>	<p>but the application of these tenets are not applied in all management situations.</p>	<p>environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p>
<p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p><i>InTASC 6</i> <i>VDOE 4</i> <i>SPA</i> Technology Diversity</p>	<p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p>	<p>The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p>	<p>The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p>
<p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5</i> <i>VDOE 2</i> <i>SPA</i> Technology College-and-Career-Ready</p>	<p>The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools (technology) nor resources to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are ineffective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7</i></p>	<p>The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully differentiates instruction for individuals and</p>	<p>The candidate's lesson plan provides evidence of successfully meeting each learning goals for each learner, and successfully differentiates instruction for individuals and</p>

VDOE 2 SPA			groups of learners.	groups of learners.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. InTASC 7 VDOE 2 SPA	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 strategies/methods are appropriate and effectively assess learners' prior knowledge.	The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
Section 3: INSTRUCTION				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. InTASC 7 VDOE 2 SPA	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. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. InTASC 8 VDOE 3 SPA	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.

<p>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>	<p>The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.</p>	<p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective.</p>	<p>The candidate uses appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.</p>	<p>The candidate uses creative, appropriate assessments to demonstrate knowledge and skills to check for comprehension.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>	<p>The candidate's lesson design does not include post-assessments strategies or methods.</p>	<p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were not effective.</p>	<p>The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>The candidate's post-assessment matches learning objectives and includes creative strategies to effectively assess learning.</p>
<p>Section 4: REFLECTION: IMPACT ON LEARNING</p>				
<p>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</p>	<p>The candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.</p>	<p>The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</p>

Lesson Plan Template

Classroom Context
Grade Level:
Number of Students:
Content Area:

Name of Unit:

Lesson Planned for ___ minutes

Lesson occurs at which point in the unit: ___ beginning ___ middle ___ end

Planning for Instruction

Performance-based Objective(s) - National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards

Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)

Differentiation and Accommodations

Materials/Technology

INSTRUCTION

Procedures: Opening/Strategies/Assessments/Closure

Reflection: Impact on Learning