

George Mason University
College of Education and Human Development
Elementary Education

ELED 544 Section 003
Introduction to Elementary Methods and Management- 3 credits

Fall 2019
Mondays 4:30-7:10
Innovation Hall 336

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

University Catalog Course Description: Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

Course Overview: This course examines methods of teaching children in PK-6 classrooms with an emphasis on understanding the overarching principles and interactions of curriculum, instruction, assessment, and management, as well as the components of highly effective lessons. Teacher candidates will explore multiple models of instructional planning to design and implement developmentally appropriate and engaging lessons. Teacher candidates will consider various models of management for creating a positive environment for learning.

Course Delivery Method: This course will be delivered using multiple instructional strategies and formats including face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

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

Learner Outcomes:

This course is designed to enable teacher candidates to:

- A. Develop their understanding of the intersection understanding diverse PK-6 learners, classroom management, and instruction in planning for, modifying, and ensuring an inclusive, positive learning environment (INTASC 2; ACEI 3.4).
- B. Design a positive, supportive instructional environment for diverse learners through creation of rules, norms, and procedures that build student responsibility and self-discipline and promote active engagement, collaboration, goal setting and self-motivation (INTASC 3; ACEI 3.4).

- C. Explores a variety of management models used in elementary classrooms (INTASC 2; ACEI 3.4)
- D. Explore a variety of instructional models, including online learning and online instructional strategies, posing questions, creating and managing small group work, leading whole group discussions, and rehearsing management routines that frame differentiated and varied instructional experiences that meet the needs of diverse students (INTASC 7; ACEI 3.2).
- E. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (socially, cognitively, linguistically, culturally, emotionally, and physically) to plan and implement developmentally appropriate and challenging learning experiences that balance teacher instruction, engaged student learning and assessment (INTASC 1, 7; ACEI 1.0, 3.1).
- F. Demonstrates knowledge of approaches to managing significant behavior challenges, as well as an understanding of school crisis management and safety plans.
- G. Create lesson plans that include a variety of engaging instructional strategies (including visual and performing arts), varied resources and materials (including media and contemporary technology), age-appropriate content, and a variety of assessment approaches (INTASC 7, 8; ACEI 3.3).
- H. Understand the role of formative and summative assessment in elementary classrooms and proactively plan for how they will assess instructional impact on student learning (INTASC 6; ACEI 4.0).
- I. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9; ACEI 5.1, 5.2).
- J. Identify and discuss the essential attributes of the effective teacher and of effective instruction for the 21st century. (INTASC 9).
- K. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents. (INTASC 9, 10; ACEI 5.2)
- L. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

Professional Standards:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

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

- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning.
- **Standard 5.2:** Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the 5-07 3 larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication.

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

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity.

Virginia State Technology Standards for Instructional Personnel:

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

Required Texts:

Stronge, J. H (2018). *Qualities of effective teachers*. Alexandria, VA: ASCD.

Denton, P. & Betchel, D. (2015). *The power of our words*. Turner Falls, MA: Center for Responsive Schools.

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD. *WILL ALSO BE USE IN ELED 545

GoReact License (will be used throughout the program, so a five year license is recommended over single course option)

- <https://app.goreact.com/user-signup>

Recommended Text:

Charney, R. (2015). *Teaching children to care*. Turner Falls, MA: Center for Responsive Schools.

*OLDER VERSION AVAILABLE ON ERIC ONLINE FREE

Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.

*USED IN EDUC 543

**Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

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).

Assignment and/or Evaluations:

Classroom Management Plan (20 points)

You will begin to develop an in-depth classroom management plan that serves as an overview of what a teacher does to prepare for the new school year, including the following components:

- An overview of your management philosophy
- a schematic diagram of your classroom
- a *Welcome to the School Year* letter to families
- a description of anticipated procedures and routines
- a description of your plan for creating rules and expectations
- a description of your plan for addressing minor misbehaviors

Morning Meeting Assignment (10 points)

One strategy for building community is Morning Meeting. The purpose of this assignment is to develop an awareness of the components of Morning Meeting and provide practice with designing and leading a morning meeting. With a peer in a similar grade level placement, you will

- 1) Construct a 20 min Morning Meeting lesson (using the Mason lesson plan template provided) that includes the following components: Greeting, Sharing, Activity, Message.
- 2) Implement the morning meeting with a peer or with your mentor teacher. You may also elect to lead it on your own.

- 3) Record and upload your Morning Meeting lesson implementation to GoReact.
- 4) Reflect upon your Morning Meeting implementation, and you will comment on a peer's video.

Lesson Planning and Implementation Assignment (35 points)—PBA Submitted to TK20

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection). This assignment includes the following elements:

- 1) Identification of Lesson Topic (Due: 9/23)
- 2) Lesson Draft 1 (Due: 10/15)
- 3) Lesson Draft 2 (Due: 10/21)
- 4) Lesson Plan Final Assignment (Due: 11/4)
 - a. 5-10 min sample video of implementation
 - b. PDF of reflection on video using the technical, practical, critical reflection protocol
 - c. Student work samples
 - d. Summative reflective statement and goal setting

In order to complete this assignment, you will be provided with a lesson plan template in class that will include the following elements:

- Classroom context
- Overview of student learners and
- Rationale for instructional decisions/differentiation considerations
- Standards
- Objectives/KUDs
- Procedures
- Checks for Understanding
- Assessment
- Accommodations/Modifications
- Technology Considerations

The PBA 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, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students' basic competencies and scaffold their understand to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

Planning, Instruction, and Management Inquiry (20 points total)

Across the semester, we will engage in course and field activities that support exploration of the following inquiry:

- **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?**

This assignment includes four investigations to be conducted during your field hours. For each investigation a guided observation and exploration document will be provided in class. The observation document will scaffold connections between course readings, activities, and discussion and your field work.

- Investigation 1: Climate, Culture, Community, and Teacher Language (Due: 9/23)
- Investigation 2: Elements of Lesson Planning (Due: 10/7)
- Investigation 3: Instructional Strategies/Technology Audit (Due: 11/4)
- Investigation 4: Rules/Norms, Procedures, Minor Misbehaviors, Significant Behavior Challenges (Due: 11/25)

The final component of the assignment requires you to synthesize your investigations from across the semester and reconsider the inquiry question: **In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom?** (Due: _____)

Other Requirements:

Attendance and Participation Expectations (15 pts)

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

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

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

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

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
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A-L	Attendance/Participation	<u>15 points</u>	Weekly
	Morning Meeting Lesson	<u>10 points</u>	October 7 th
	Classroom Management Plan	<u>20 points</u>	Monday, December 9 th
	Lesson Planning and Implementation Assignment*	<u>35 points</u>	Monday, November 4 th
	Planning, Instruction, & Mgmt Inquiry	<u>20 points</u>	Monday, December 2 nd

There is the possibility to earn 100 points total.

*Designated performance-based assessment

Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
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	

**Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

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

CLASS SCHEDULE

*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Assignments Due
Monday, August 26th	<p>Elements of effective teaching and management</p> <ul style="list-style-type: none"> • What do effective teachers do? What characteristics do they possess? • How do I identify these characteristics during observations? • What do I believe about effective management and instruction? <p><i>Introduce Inquiry/Investigations Assignment</i> <i>Introduce GoReact 2 Truths and A Lie Activity</i></p>	<p>Text Readings: Stronge text, Ch. 1 and 7</p> <p>Bb Readings: InTasc Standards 3, 7, 8 Making Observations</p>
Monday, September 2nd	Labor Day Holiday-No Class Meeting	
Monday, September 9th	<p>Building A Positive Classroom Climate & Community</p> <ul style="list-style-type: none"> • What are the various ways in which learners are different? • How do I create a positive classroom climate? How do I build relationships with students? • What is the role of motivation and goal setting in creating a positive community? <p><i>Introduce Morning Meeting Assignment</i></p>	<p>Text Readings: Doubet & Hockett Ch 1 Denton, Intro, Ch. 1-2</p> <p>Bb Readings: Morning Meetings Charney, Ch. 1 Additional readings TBD</p>
Monday, September 16th	<p>Introduction to Instructional Planning</p> <ul style="list-style-type: none"> • What standards and curricula inform elementary instruction? • What are the various ways in which instruction might be organized at the elementary level (units, lessons, mini-lessons) • What is the instructional cycle? • What are the basic elements of an effective lesson plan? <p><i>Introduce PBA: Lesson Planning and Implementation Assignment</i></p>	<p>Text Readings: Stronge, Ch. 3 (planning), Ch. 5 (assessment)</p> <p>Bb Readings: Chappuis, Ch. 1 (assessment) Readings TBD</p>
Monday, September 23rd	<p>Instructional Planning</p> <ul style="list-style-type: none"> • What is backward design? 	<p>Bb Readings: Readings TBD</p>

	<ul style="list-style-type: none"> How do I write effective objectives and KUDs 	DUE: Lesson Planning Topic Investigation 1
Monday, September 30th	Instructional Planning <ul style="list-style-type: none"> How do I organize instruction to help students meet learning objectives? What are the principles of gradual release/direct instruction? 	Bb Readings: Readings TBD
Monday, October 7th ONLINE	Models of Instruction <ul style="list-style-type: none"> How do I organize instruction to help students meet learning objectives? What are the principles of constructivism? 	Bb Readings: Readings TBD DUE: Morning Meeting Lesson Investigation 2
Tuesday, October 15th ONLINE	Strategies for Effective Instructional Delivery <ul style="list-style-type: none"> What are the elements of <i>culturally relevant pedagogy</i>? How do incorporate the elements of <i>culturally relevant pedagogy</i> into lesson? How do I create engaging, interactive learning experiences? 	Text Readings: Doubet and Hocket, Ch 4 Stronge, Ch. 4 Bb Readings: Ladson-Billings 74 Interview Readings TBD DUE: Lesson Draft 1
Monday, October 21st	Strategies for Effective Instructional Delivery <ul style="list-style-type: none"> What are the elements of effective <i>small group work</i>? What are the elements of effective <i>whole group discussions</i>? 	Bb Readings: Readings TBD DUE: Lesson Draft 2
Monday, October 28th	Strategies for Effective Instructional Delivery <ul style="list-style-type: none"> What are the elements of effective <i>questioning techniques</i>? What are the elements of <i>online instruction, tools and technologies</i>? 	Text Readings: Denton, Ch 3 Bb Readings: Readings TBD
Monday, November 4th	Models of Management <ul style="list-style-type: none"> What are the broad categories of models of classroom management? What specific management theories (PBIS, Responsive Classroom, Assertive Discipline, Logical Consequences) might inform my management philosophy? What is culturally responsive classroom management? <p><i>Introduce Classroom Management Plan</i></p>	Text Readings: Stronge, Ch. 6 Denton, Ch. 4 Charney Ch. 2 Bb Readings: Readings TBD DUE: Lesson Plan & Imp Assign Investigation 3

Monday, November 11th	Proactive Classroom Management <ul style="list-style-type: none"> • What are important considerations when designing classroom space? • How do I establish rules/norms and classroom procedures • What is interactive modeling and how is it useful in teaching expected behaviors? • What are the roles of brain breaks and mindfulness routines in managing the classroom? 	Text Readings: Denton, Ch. 5 Charney Ch. 3 Bb Readings: Readings TBD
Monday, November 18^h	Managing Minor Student Misbehaviors <ul style="list-style-type: none"> • How do I respond to minor misbehaviors? • How do I establish consequences? • What are the pros and cons of rewards? 	Text Readings Denton Ch 6 Charney Ch. 4, 6 Bb Readings: Readings TBD
Monday, November 25th ONLINE	Navigating Challenging Behaviors <ul style="list-style-type: none"> • How do I respond to challenging student behaviors? • What are the essential features of individual behavior plans? When are these necessary? • What school-wide plans and policies are in place for challenging situations? 	Text Readings Denton Ch 7 Charney Ch. 7, 10 Bb Readings: Readings TBD DUE: Investigation 4
Monday, December 2nd	Tying It All Together <ul style="list-style-type: none"> • In what ways do planning, instruction, management, and knowledge of learners intersect in the elementary classroom? 	Text Readings: Strong, Ch. 7: Professionalism Bb Readings: Readings TBD DUE: Inquiry Reflection/Investigations DUE Monday, December 9th: Classroom Management Plan

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/>



Promoting Learning & Development Across the Lifespan

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

LESSON PLANNING AND IMPLEMENTATION PBA

In the Elementary Education program, the Lesson Planning Assessment is completed during ELED 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor 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.

STANDARDS

- **InTASC Standards:** 1, 3, 4, 5, 6, 7, 8, 9
- **ACEI Standards:**
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ASSIGNMENT DIRECTIONS

A key portion of this class is focused on the principles of instructional planning and strategies that support effective lesson construction and implementation. The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom. You will complete one instructional cycle (planning, instruction, assessment, reflection). This task will include the following elements:

- 1) Identification of Lesson Topic (Due: 9/23)
- 2) Lesson Draft 1 (Due: 10/15)
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- 4) Lesson Plan Final Assignment (Due: 11/4)
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- Classroom context
- Overview of student learners and
- Rationale for instructional decisions/differentiation considerations
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- Objectives/KUDs
- Procedures
- Checks for Understanding
- Assessment
- Accommodations/Modifications
- Technology Considerations

The PBA 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, and reflection on instructional practices. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that*

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Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 1: Preparing for Instruction				
Topic Identification	Candidate does not collaborate with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL but does not meet the assigned deadline.	Candidate collaborates with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline.	
Draft 1	Candidate does not create an initial draft of a lesson plan.	Candidate creates an initial draft lesson plan but does not meet the assigned deadline.	Candidate creates an initial draft lesson plan and meets the assigned deadline.	
Draft 2	Candidate does not create a revised draft of a lesson plan.	Candidate creates a revised draft of lesson plan but does not meet the assigned deadline.	Candidate creates a revised draft of a lesson plan and meets the assigned deadline.	
SECTION 2: Planning for Instruction				
Classroom and School Context	Candidate does not provide a contextual description of the classroom and school.	Candidate provides a limited contextual description of the classroom and/or school.	Candidate provides a contextual description of the school.	Candidate provides a rich contextual description of the school.
Description of Student Learners	Candidate does not provide a description of student learners.	Candidate provides a limited description of student learners that reflects some understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Limited connections are made to course readings.	Candidate provides a description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. General connections are made to course readings.	Candidate provides a rich description of student learners that reflects an understanding of their physical, social/emotional, linguistic, cultural, and cognitive characteristics. Explicit connections are made to course readings.
Rationale	Candidate does not provide a rationale for instructional decision-making.	Candidate provides a limited rationale for instructional decision-making and/or knowledge of context and student learners to instructional procedures. Limited connections are made to course readings.	Candidate provides a rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. General connections are made to course readings.	Candidate provides an extensive rationale for instructional decision-making that connects knowledge of context and student learners to instructional procedures. Explicit connections are made to course readings.
Standards	Candidate does not include national/state standards.		Candidate includes national/state standards.	
Objectives/KUDs	Candidate does not include objectives/KUDs.	Candidates includes objectives/KUDs but they are SMART and/or not aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned.	Candidate includes SMART objectives/KUDs that are clearly aligned and address multiple levels of Bloom' Taxonomy
Procedures	Candidate does not include instructional procedures.	Candidate includes instructional procedures, but they are limited in terms of	Candidate includes instructional procedures that are clear, aligned	Candidate includes instructional procedures that are clear and

		depth of description, alignment with objectives, developmental appropriateness for students, and use of engaging instructional strategies.	with the objectives, developmentally appropriate for students and incorporate strategies to enhance student engagement.	detailed, aligned with the objectives, developmentally appropriate for students, and incorporate multiple strategies to enhance student engagement.
Assessment/Checks for Understanding	Candidate does not include checks for understanding and/or formative assessment strategies.	Candidate includes a limited number of checks for understanding and/or formative assessment strategies.	Candidate includes checks for understanding and formative assessment strategies.	Candidate includes extensive checks for understanding and a variety of formative assessment strategies.
Accommodations/Modifications	Candidate does not include accommodations/modifications	Candidate includes a limited number of general accommodations/modifications	Candidate includes general accommodations and modifications.	Candidate includes specific and detailed accommodations and modifications.
Technology Considerations	Candidate does not include technology in the lesson	Candidate incorporates technology in a limited capacity that is teacher directed	Candidate incorporates technology into the lesson to support learner objectives.	Candidate incorporates technology into the lesson that supports learner objectives through student engagement with the technology.
SECTION 3: Lesson Implementation and Reflection				
Video reflection using technical, practical, critical framework	Candidate does not reflect on lesson implementation.	Candidate's reflection is limited in depth and focused on describing what happened in the lesson.	Candidate reflects on instruction using the technical, practical, and critical framework .	Candidate reflects extensively on instruction using the technical, practical, and critical framework.
Student work samples	Candidate does not include student work samples.		Candidate includes student work samples.	
Summative reflection and goal setting	Candidate does not holistically reflect on learning from the planning and instructional process and does not set future goals.	Candidate's holistic reflection is limited in depth and focuses broadly on the planning and instructional process and future goals.	Candidate's holistic reflection is focused on lessons learned from engaging in the planning and instructional process and sets future goals. General connections to course content are included.	Candidate's holistic reflection thoroughly focuses on lessons learned from engaging in the planning and instructional process and sets future goals. Specific connections to course content are included.

LESSON PLAN TEMPLATE