

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



EDUC 512 6F1, CRN: 43874

EDUC 512 B01, CRN: 43488

**Teaching Elementary Social Studies in International Schools
3 Credits, Summer Semester 2021, asynchronous online**

Faculty

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Office Hours: By appointment

Meeting Dates: June 1, 2021 – July 20, 2021

Meeting Location: Online

Prerequisites/Corequisites

Admission to SOED, 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 15 hours of PK-6 classroom fieldwork. Offered by the School of Education. May not be repeated for credit. (Fieldwork placements are waived for summer 2021 due to COVID-19).

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 school's 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. The course is designed to provide novice teachers the opportunity to understand how to create dynamic, relevant, and student-centered approaches to teaching social studies. This is critical in an environment where social studies itself is often perceived to be boring and irrelevant to students' future goals. Rather than focus on rote memorization, the learning of disconnected facts and dates, this course will work with novice and preservice teachers to develop skills and confidence to create interwoven, relevant, and engaging material for their classrooms.

Course Structure

This course is an online seminar. It is vitally important for each student to complete readings on a weekly basis. **A three-credit course is 45 seat hours of class time and as such, over the 7-week duration of this class, students should plan for about 6.5 hours of class time a week, NOT including assignments and field work hours, which are to be completed OVER the 45 hours of seat time.** Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on Monday, May 31st.**

The course is predicated upon expanding knowledge and understanding through interactive discussion, critical reflection, and research. Course delivery is designed to be learner-focused in multiple ways to meet the course objectives and the needs of participants. A variety of on-line, cooperative, and individualized instructional approaches include:

- *Student and professor directed discussions and dialogic participation;*
- *Discussions (i.e., active involvement of students in learning by asking questions that engage students in deep critical thinking and engaged verbal interaction);*
- *Cooperative and Collaborative learning (i.e., small group learning interactions emphasizing learning from and with others);*
- *Multimedia*
- *Blackboard web-based course management system to extend classroom learning and foster personal and collaborative reflection.*

It is expected that you will read in advance of class and continue to try to find the bigger picture as you learn to sort through the findings as you move from one author/study to the next. In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair and individual projects, internet research, analyses of case studies and reflections on practice.

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.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom/web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our week will start on Tuesday and finish on Monday but each week you will receive a communication from me on Monday-Tuesday outlining the week's

plan. This is a CRITICAL email with specific requests and tasks, please ensure you read it carefully.

- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
- Phones – Please note that phones are not appropriate for use to access BB in this class.

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:

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.*

- International education and the role/philosophy of the IBO PYP Programme
- Curriculum frameworks; principles, structures, and practices
- Curriculum and instructional design
- Curriculum articulation
- Learning, theories, strategies, and styles
- Teaching methodologies and the support of learning
- Differentiated teaching strategies
- Selection and evaluation of teaching and learning materials
- Developing assessment strategies
- The principles and processes of reflective practice
- 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
Standard #2 Learning Differences	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #4 Content Knowledge	Standard #2	Value #2 Ethical Leadership

	Design & Develop Digital-Age Learning Experiences & Assessments	
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 Text

- Zarrillo, J. (2012). *Teaching elementary social studies: Principles and applications* (4th Ed.). Boston, MA: Pearson.

Students will also need a subscription to the New York Times, which Mason provides for free for students. Please see this link to get your access - <https://infoguides.gmu.edu/nytimesonline> as well as NYT Education – please sign up here - <https://infoguides.gmu.edu/c.php?g=994421&p=7195523>

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

Not Applicable for Summer 2021:

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

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

Not Applicable for Summer 2021:

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **10 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 the required hours per course (e.g., two courses requiring 15 hours of field experience would mean a total of 30 hours). 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.).

Not Applicable for Summer 2021:

***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 fieldwork in a foreign/world language classroom.

Performance Based Assessment (PBA): (20%) ** DUE by Monday, July 19th

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 by Monday, July 19th) (30%) Adapted for Summer 2021

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. These lesson plans will be developed and then will undergo a rigorous peer review process. This peer review process will include 1) sharing the unit planner and the lesson plans (10%), 2) engaging in an interview with the peer reviewer (10%), and 3) the sharing of a report on the strengths and areas of growth still needed (10%). This peer reviewer will be one of your classmates, so you too will be a peer

reviewer. This process will occur over the course of the semester. The review of the peer evaluation will be shared in Blackboard as well.

N/A Summer 2021: The assignment will only be graded in TK20 according to the Performance Based Assessment Guidelines above.

Participation (20%): Weekly Discussion Board

Each Tuesday, I will be posting an announcement on Blackboard that will also be emailed to you. These weekly emails are VERY important for your success in the course. Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade will be provided. Please ensure that you are RECEIVING and READING these emails each week.

1. **Attendance:** Unexcused absences will be reflected as a deduction in your class participation grade. If you find you must miss a week, please contact the professor *in advance* and arrange for information lost due to your absence. **IF YOU WILL BE MISSING MORE THAN ONE WEEK, PLEASE RECONSIDER TAKING THE CLASS AT THIS TIME.**
2. **Tardiness:** Prompt arrival for the beginning of class is expected. Early departures are considered part of class attendance as an absence unless approved by the instructor.
3. **Participation:** Each student is expected to complete all the assigned readings before the assigned class and participate actively in discussions. It is expected that each student will be attuned to and respectful of group dynamics to ensure the active participation of all in the class.
4. **Absence:** If you must miss a class, you are responsible for notifying me (in advance) and for completing any assignments, or readings, before the start of the next class. Only absences identified in the Mason catalog will be considered excused; other absences will be reflected as part of your participation grade. *If you anticipate being absent for two or more classes, you should reconsider taking this class at another time*
5. **Assignments:** All assignments must be completed in MS Word and sent to your professor as an email attachment or posted on Blackboard, as requirements indicate, on their due date. *Late assignments will not be accepted without making prior arrangements with your professor.*

Transforming Field Trips – a fresh approach to being outside (10%) **Due – June 28th

Yes – the pandemic has changed things, and field trips as we know them might not be the same for a while, but we will get back to them. There is so much that a student can learn from a well-constructed, first-hand experience, yet unfortunately, this is not always something we learn how to spend some quality time on developing.

In this assignment (4-5 pages), you will create a thoughtful and detailed plan for a field trip of your liking. You can choose a museum, an outdoor location, a city, a performance, or any

other site that might connect to a social studies curriculum (the airport, the train station, a post office) – just be creative and connect to your curriculum. The plan will contain:

- 1) General logistical information (location, intended grade level, field trip site, why you chose this site, duration of the visit, etc.),
- 2) What sort of content does the space already provide you to take advantage of (check out the website- do a pre-plan reconnaissance visit, ask others who might have been there before – any of these).
- 3) What pre-teaching or scaffolding needs to take place before students go to the field trip site,
- 4) What activities the students would participate in at the field trip site, and finally, What follow up lessons, reflections, and activities would take place following the field trip.

News in Education (NIE) – the newspaper as a living text (10%) **Due: July 5th

Over the course of this class, you have been introduced to the resources for teachers from the New York Times. In this assignment, you will select a current event from a local paper that you have access to, and you will create a mini lesson plan that helps your students digest this important topic. This is a “think on your feet” sort of assignment, where you should be able to look at the morning paper, and in about 30 minutes or so, plan a mini-lesson that allows you to make this story relevant to your students.

Please share your 3-4 page mini-lesson plan with:

- 1) A copy or link to the article that you are using (if it is behind a firewall, please download and share in the assignment).
- 2) A brief summary of how this story might be relevant and important to your students depending on their age and grade level.
- 3) 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).
- 4) A mini-lesson plan that helps bring this story to life in your classroom, and finally
- 5) Suggested quality resources (both print and digital) for follow up.

Social Studies through Literature (10%) DUE June 21st

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 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

Grading

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	20	All	Ongoing/Weekly
NIE – News in Education	10	A, B, C, F, H	July 5 th
Transforming Field Trips	10	A, B, C, G	June 28 th
Social Studies through Literature	10	A, B, C, E, F	June 21 st
Performance Based Assessment (PBA): <i>Individual Unit Plan/IB Planner*</i>	20	All	July 19 th
Lesson Plans – completion, peer review and self-evaluation	30	All	July 19 th
Field Experience	N/A	All	N/A

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 School of Education

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student

followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.

- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

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

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Core Values Commitment

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

GMU Policies and Resources for Students

For COVID 19 procedures in Summer 2021: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 tk2ohelp@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Recommended: Course Materials and Student Privacy

- Video recordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation.
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- 1. Videorecordings of class meetings that include audio or visual information from other students are private and must not be shared
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household

Module 1	<i>Objectives & Overview</i>
Dates	Tuesday, June 1 st – Monday, June 7 th
Read:	<ul style="list-style-type: none"> Chapters 1, 2 – Zarillo text
Assignments/Activities:	<p><u>Complete all Discussion Board activities:</u></p> <p>Review the Prezi. **Identify three goals you have as a social studies teacher.</p> <p>**Personal Story: Watch - - Danger of a single story (Think about) **How does this link to your own stories? **How does this link to the teaching of social studies?</p> <p>Write a story (about one page) of your favorite place, historical moment, political experience, or social/cultural celebration **Why does this resonate with you? **How would you teach your story? Create a lesson plan that integrates other activities into your story.</p> <p>Respond: **Respond to at least one of your peer’s posts.</p> <p>Lesson Plan: **Find one lesson plan on the NYT Education site to evaluate (one person)</p>

Module 2	<i>Critical Thinking & Developing Questions</i>
Dates	Tuesday, June 8 th – Monday, June 14 th
Read:	<ul style="list-style-type: none"> Chapters 4, 6 – Zarillo text

Assignments/Activities:	<p>Watch this video on critical thinking and respond to the questions/prompts on the discussion board.</p> <p>Read this article and respond to the discussion board prompt.</p> <p>Lesson Plan #2: **Find one lesson plan on the NYT Education site to evaluate (one person)</p>
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Module 3	<i>Fostering a learning environment in social studies</i>
Dates	Tuesday, June 15 th – Monday, June 21 st
Read:	<ul style="list-style-type: none"> • Chapters 7, 8 – Zarillo text
Assignments/Activities:	<p>Read the following articles and respond to the discussion board prompts: Article #1 Article #2</p> <p>Social Studies through Literature assignment (due by Monday, June 21st at 11:59pm)</p> <p>Lesson Plan #3: **Find one lesson plan on the NYT Education site to evaluate (one person)</p>

Module 4	<i>Using location to deepen our understanding of social studies</i>
Dates	Tuesday, June 22 nd – Monday, June 28 th
Read:	<ul style="list-style-type: none"> • Chapters 9, 10 – Zarillo text • Using Virtual Field Trip to Enhance SS

Assignments/Activities:	Transforming Field Trips – due by Monday, June 28 th at 11:59pm Lesson Plan #4: **Find one lesson plan on the NYT Education site to evaluate (one person)
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Module 5	<i>Social studies and current events</i>
Dates	Tuesday, June 29 th – Monday, July 5 th
Read:	<ul style="list-style-type: none"> • Chapters 11, 12 – Zarillo text
Assignments/Activities:	<p>Discussion board: integrating current events</p> <p>Newspaper as a Living Text assignment due by Monday, July 5th at 11:59pm</p> <p>Lesson Plan #5: **Find one lesson plan on the NYT Education site to evaluate (one person)</p>

Module 6	<i>Multiculturalism and Diversity</i>
Dates	Tuesday, July 6 th – Monday, July 12 th
Read:	<ul style="list-style-type: none"> • Chapters 3, 5 – Zarillo text
Assignments/Activities:	<p>Discussion board: How do other places/countries teach social studies?</p> <p>PBA Part 2: Peer Review: Lesson Plans due by Friday, July 9th at 11:59pm (This includes the sharing of the unit planner and 2 lesson plans with a peer) Peer Feedback: Written feedback due back to peer by Monday, July 12th</p> <p>Lesson Plan #6: **Find one lesson plan on the NYT Education site to evaluate (one person)</p>

Module 7	<i>Multiculturalism and Diversity</i>
Dates	Tuesday, July 13 th – Monday, July 19 th
Read:	<ul style="list-style-type: none"> • None

Assignments/Activities:

Discussion board: How do other places/countries teach social studies?

PBA: due by Monday, July 19th at 11:59pm

Part 1: Final IB Planner

Part 2: Revised Lesson Plans with Part 3 – reflection of strengths and areas for growth

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>INTASC Standard #2 /ITSE Standard #1</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>INTASC Standard #5 /ITSE Standard # 4</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>INTASC Standard #5 /ITSE Standard #1</p>	<p>*Open-ended teacher questions are robust and get to the essence of the central idea and inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection that are appropriate and guide the inquiry</p> <p>*The plan reflects extensive integration across content domains and specific activities to apply such knowledge</p>	<p>*Open-ended teacher questions</p> <p>*Are beginning to get to the essence of the central idea and inquiry</p> <p>*There are some questions using responsibility, perspective and/or reflection but not all are appropriate to guide the inquiry</p> <p>*The plan reflects integration and some specific content application</p>	<p>*The teacher questions are not open-ended and/or do not get to the essence of the central idea or inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection but they are not appropriate and would not guide the inquiry</p> <p>*The plan reflects minimal integration across content domains and few specific content activities</p>	<p>*There are no teacher questions</p> <p>*The questions are not at all related to the essence of the central idea and/or inquiry</p> <p>*There are no questions using responsibility, perspective and/or reflection</p> <p>*The plan reflects no integration or specific content applications</p>
<p>Activities</p> <p>INTASC Standard #8</p>	<p>*All of the activities are related to the key questions</p> <p>*All of the activities address student outcomes</p> <p>*All of the activities are designed with the assessments in mind</p> <p>*All of the activities are developmentally appropriate</p> <p>*Evidence of differentiation for diverse learners is provided</p> <p>*Demonstrates a strong understanding at learning theory</p>	<p>*Most of the activities are related to the key questions</p> <p>*Most of the activities address student outcomes</p> <p>*Most of the activities are designed with the assessments in mind</p> <p>*Most of the activities are developmentally appropriate</p> <p>*Some evidence of differentiation for diverse learners is provided</p>	<p>*Some of the activities are related to the key questions</p> <p>*Some of the activities address student outcomes</p> <p>*Some of the activities are designed with the assessments in mind</p> <p>*Some of the activities are developmentally appropriate</p> <p>*Little evidence of differentiation for diverse learners is provided</p>	<p>*None of the multiple intelligences are included</p> <p>*The activities do not seem related to the key questions</p> <p>*None of few of the activities address student outcomes</p> <p>*None or few of the activities are designed with the assessments in mind</p> <p>*None or few of the activities are developmentally appropriate</p> <p>*No evidence of differentiation for advanced learners is provided</p>

<p>Action</p> <p>INTASC Standard #7</p>	<p>*the unit provides opportunities for students to choose, act, and/or reflect</p> <p>* the choice, action, and/or reflection is authentic</p> <p>*multiple opportunities are provided for positive social interaction</p>	<p>*the unit provides some opportunities for students to choose, act, and/or reflect</p> <p>* the choice, action, and/or reflection is not completely authentic</p> <p>*some opportunities are provided for positive social interaction</p>	<p>*the unit provides few opportunities for students to choose, act, and/or reflect</p> <p>* the choice, action, and/or reflection is not authentic</p> <p>*few opportunities are provided for positive social interaction</p>	<p>*the unit provides no opportunities for students to choose, act, and/or reflect</p> <p>* the choice, action, and/or reflection is not authentic</p> <p>*no opportunities are provided for positive social interaction</p>
<p>Assessment</p> <p>INTASC Standard #8</p>	<p>*There are formative and summative assessments</p> <p>*Students are given the standards for assessment (criteria, models, rubrics) and have substantial opportunities for students to self-assess</p> <p>*The assessment allows for ample student choice of content or strategies</p> <p>*The assessment comprehensively addresses the central idea, inquiry into, and key questions</p>	<p>*There are some formative and summative assessments</p> <p>*Students are given and have the standards for assessment and have opportunities for students to self-assess</p> <p>*Sufficient assessments allow for student choice of content or strategies</p> <p>*Assessment addresses the central idea, inquiry into, and key questions</p>	<p>*There are few formative and summative assessments</p> <p>*Students are very few of the standards for assessment</p> <p>*There are few opportunities for students to self-assess</p> <p>*Very little of the assessment allows for student choice of content or strategies</p> <p>*Little of the assessment addresses the central idea, inquiry into, and key questions</p>	<p>*There are no formative and summative assessments</p> <p>*Students are not given the standards for assessment</p> <p>*There are no opportunities for students to self-assess</p> <p>*Almost none of the assessment allows for student choice of content or strategies</p> <p>*Almost none of the assessment addressed the central idea, inquiry into, and key questions</p>

<p>Achievement of Purpose</p> <p>INTASC Standard #7</p>	<p>*There is strong evidence that the teacher has reviewed the original purpose and decided it effective</p> <p>*There is strong evidence that the teacher has been reflective about the positives and negatives</p> <p>*There is strong evidence of the teacher's overall evaluation of the unit</p>	<p>*There is sufficient evidence that the teacher has reviewed the original purpose</p> <p>*There is sufficient evidence that the teacher has been reflective about the positives and negatives</p> <p>*There is sufficient evidence of the teachers overall evaluation</p>	<p>*There is minimal evidence that the teacher has reviewed the original purpose and decided it effective</p> <p>*There is minimal evidence that the teacher has been reflective about the positives and negatives</p> <p>*There is minimal evidence of the teacher's overall evaluation of the unit</p>	<p>*There is no evidence that the teacher has reviewed the original purpose and decided it effective</p> <p>*There is no evidence that the teacher has been reflective about the positives and negatives</p> <p>*There is no evidence of the teacher's overall evaluation of the unit</p>
<p>Social Studies</p> <p>INTASC Standard #4</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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*Content is not accurate</p>

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.

Criteria	Exceed Standard- 4	Meets Standard -3	Approaches Standard - 2	Needs Improvement -1
Social Studies Content	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	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	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	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	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	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	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

Scoring Observation
Social Studies Content

Lesson 1

Lesson 2

The Arts	_____	_____
Integration/Application	_____	_____
Diverse Learners	_____	_____
Critical Thinking/Problem Solving	_____	_____
Active Engagement	_____	_____
Collaboration	_____	_____
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-based objectives and appropriate curriculum goals	The candidate does not identify performance-based objectives and appropriate curriculum goals	The candidate identifies objectives and curriculum goals but they are not performance-based	The candidate identifies performance-based objectives and appropriate curriculum goals	The candidate identifies well-developed, performance-based objectives, curriculum goals

<p>that are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> <i>SPA</i></p>	<p>that are relevant to learners.</p>	<p>or appropriate for subject and/or grade level.</p>	<p>and they are appropriate for subject and/or grade level.</p>	<p>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</i> <i>VDOE 2</i> <i>SPA</i> <i>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</i> <i>VDOE 1</i> <i>SPA</i> <i>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 environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i> <i>VDOE 5</i></p>	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both</p>

SPA Technology				the group and individual learners.
The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs. InTASC 6 VDOE 4 SPA Technology Diversity	The candidate does not identify appropriate technology to engage learners even though it was available.	The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.	The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.
The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. InTASC 5 VDOE 2 SPA Technology College-and-Career-Ready	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.	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.	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.	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.
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. InTASC 7 VDOE 2 SPA	The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.	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.	The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully differentiates instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting each learning goals for each learner, and successfully differentiates instruction for individuals and groups of learners.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.	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	The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge

InTASC 7 VDOE 2 SPA			are appropriate and effectively assess learners' 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.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. InTASC 6 VDOE 4 SPA	The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective.	The candidate uses appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses creative, appropriate assessments to demonstrate knowledge and skills to check for comprehension.

<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>
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Section 4: REFLECTION: IMPACT ON LEARNING

<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>
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Lesson Plan Template

<p>Classroom Context</p>
<p>Grade Level:</p> <p>Number of Students:</p> <p>Content Area:</p> <p>Name of Unit:</p> <p>Lesson Planned for ___ minutes</p> <p>Lesson occurs at which point in the unit: __ beginning __ middle __ end</p>
<p>Planning for Instruction</p>
<p>Performance-based Objective(s) - National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards</p>

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