SOCIAL
JUSTICE

RESEARCH-BASED PRACTICE

CORE VALUES

INNOVATION

ETHICAL LEADERSHIP

COLLABORATION

Promoting Learning & Development Across the Lifespan

George Mason University
College of Education and Human Development
Secondary Education Program (SEED)
Fall 2019
EDCI 667: Advanced Methods of Teaching Social Sciences in the Secondary School
Section 001 (3 Credits)
Meeting Day/time: **Tuesday, 4:30 – 7:10 p.m.,**
Class Location: Thompson Hall 1507

Faculty:
Name: Linda J. Mann, PhD
Office Hours: By appointment, Fairfax Campus, via phone/FT or skype
Email address: lmann4@gmu.edu
Website: www.lindjmann.org

Prerequisites: EDCI 567 and EDUC 522. Corequisite: EDRD 619

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

Course Overview: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

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

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

Course Delivery: Lecture

Learner Objectives and Professional Standards
This course is designed to enable students to do the following:

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

- That learning to teach is a complex process involving continuous reflection.

Students will know:

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

Students will be able to:

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

Required Texts

NO textbook, however, you must purchase Goreact

Articles and Text Excerpts Posted on Blackboard

Grading

Course Performance Evaluation: TK20 Performance-Based Assessment submission Requirement

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

- We are no longer uploading and scoring the Methods II Unit Plan onto TK20. The only assessment on Tk20 for Methods II will be your disposition assessment.

Assignment	Points	*Date Due
Class Participation/ Dispositions Assessment https://www.surveymonkey.com/r/S33HYQH	12	Ongoing
Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation	16'	September 24
Web Quest Activity (NCSS 8 and 9)	18	Oct. 15
Critical Incident Analysis Assessment to include discussion on Individualized Instruction and Assessment Plan	18	November 19
Formal Observation Form by Mentor Teacher (upload to GoReact along with video)	Complete	November 19
Unit Plan NCSS 1 and 5	36	Dec. 3
Total	100	

Grading Scale:

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	*B- is not a passing course grade.*

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

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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

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

Commitment to Honoring Professional Ethical Standards
      Fairness
      Honesty
      Integrity
      Trustworthiness
      Confidentiality
      Respect for colleagues and students

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

Commitment to Being a Member of a Learning Community
      Professional dialogue
      Self-improvement
      Collective improvement
      Reflective practice
      Responsibility
      Flexibility
      Collaboration
      Continuous, lifelong learning

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

Please note that:

- "Plagiarism encompasses the following:

  1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."
  (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)

- Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to BlackBoard. Other smaller tasks may be assigned in addition to what is noted.

DATE	TOPIC	READINGS DUE	ASSIGNMENTS/ ASSESSMENTS	FIELD EXPERIENCE
ELEMENTS OF PLANNING				
Day 1: August 27	**Course Introduction** Teaching Social Studies for Social Justice What is the C3 framework?	Rethinking Our Classrooms, *Introduction: Creating Classrooms for Equity and Social Justice* Agarwal-Rangnath, Becoming a Renegade Calder, Uncoverage C3 Framework (pages 5 - 21) Cult of pedagogy https://www.cultofpedagogy.com/social-justice-resources/	Read at least one Museum/Historical Site Lesson Plan exemplar on Blackboard and be prepared to discuss in class. What museum/historical site are you interested in taking students to on a field trip?	1) Review Field Experience material and orientation video on Bb 2) Complete the Field Experience Request Form
Day 2: September 3	**Perspectives Matter** & **Introduction to Differentiation**	Delpit, Education in a Multicultural Society: Our Future's Greatest Challenge Ladson-Billings, 1995 But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy Parker (Ed.)*, Social Studies Today*, p 67-104 Tomlinson, 2008	Field Trip prep work: Visit these websites and be prepared to discuss: http://www.socialstudies.org/sites/default/files/publications/yl/1403/140307.html https://teachinghistory.org/teaching-materials/teaching-guides/23826 http://teachinghistory.org/teaching-materials/teaching-	

			guides/23480	
Day 3: September 10	**Critical Examination of the Curriculum**	Larson and Keiper, 2011, *Instructional Strategies for Middle and Secondary Social Studies*, p. 7-22 Agarwal-Rangnath,2016 Justice Oriented Content NCSS Position Statement, 2018 Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations Southern Poverty Law Center, Teaching Hard History American Slavery Gilbert, L. (2014). Don't be uneasy, my children:.	Visit Museum/Historical Site And work on lesson plan with partner.	
Day 4: September 17	**Understanding by Design** Planning for Instruction: Backwards Design	McTighe, Seif & Wiggins, 2004 Brophy, Teaching (p. 8 - 18) Wiggins, Backward Design Wiggins, Designing the Lesson Plan for your Unit Journell, et al., 2018, Getting	Select a course and unit to complete your unit plan & review specific SOLs Explore different grade levels. Look through the materials available for history and social studies at the VA Dept. of Ed Website (VSOLs): http://www.doe.virginia.gov/testing/sol/standards_docs/histor	**Field Experience:** Discuss with your mentor teacher: • You assignments for this course that are related to field experience. • When it's good time to complete field experience? • What unit(s) s/he is teaching during your

		Inquiry Design Right	y_socialscience/index.shtml Look through the NCSS Standards http://www.socialstudies.org/standards/execsummary Look through your mentor teacher's resources (with the mentor's permission, of course)	observation? • A good lesson for you to create and teach? • What resources s/he uses to teach the unit/lesson? • Who are the students the class? • Who would be s/he recommend for the Individualized Learning Plan Assessment? The ideal would be that your lesson plan is part of your unit plan
ELEMENTS OF ASSESSMENT				
Day 5: September 24	**Introduction to Assessments** **Formative Assessments**	Larson and Keiper, 2011, *Instructional Strategies for Middle and Secondary Social Studies*, p. 35-44 Wineburg, Smith & Breakstone, New Directions in Assessments Marzano & Brown (2009). Designing and using formative assessments.	**Partner Museum/Memorial/ Historic Site Lesson Plan DUE - uploaded to Blackboard/Assignments AND Class presentation recorded and uploaded to Goreact**	<mark>**Mandatory Clinical Meeting 4:30-5:00, Merten 1202**</mark> In class discussion: What you think you did well and why? What you need to improve on and why? What changes you would make to your plan? What changes you would make to your presentation?
Day 6: October 1	**Student Choice**	Servillo, 2009_You get to choose! Motivating students to read through differentiated instruction O'Neill, 2017, It's not fair		

		Students and staff views on the equity of the procedures and outcomes of students choice of assessment methods Netcoh, 2017, Balancing freedom and limitations- A case study of choice provision in a personalized learning class		
Day 7: October 8	**No Class** SPRING BREAK			Good week to complete field work
Day 8: October 15	**Rubrics, Grading, and Feedback**	Brookhart, What Are Rubrics and Why Are They Important? Wiggins, 2012, Seven Keys to Effective Feedback Schwartz, Developing Students' Ability to Give and Take Effective Feedback	**Web Quest DUE – uploaded to Blackboard/Assignments**	
Day 9: October 22	**Summative Assessments** **Project Based Learning**	Turk & Berman, 2018_PBL Approach to American Civil Rights Movement	Turn in Introductory Narrative of Unit Plan with Assessment plan outline and brief description for why you've chosen these assessments and how it will show students met the learning objectives of the unit	
ELEMENTS OF INSTRUCTION				
Day 10: October 29	**Classroom Management** How do I set a tone of good behavior so learning can take place?	Palumbo and Sanacore, Classroom Management Pedota, Strategies for Effective Classroom Management		

	Politics of Education – Relationships with Parents and Administrators	Skiba, et al., Teaching the Social Curriculum		
Day 11: November 5	**Literacy in Social Studies: Teaching with Primary Sources**	Reisman, 2012, Reading Like a Historian A Document Based History Curriculum Intervention in Urban High Schools Reidell, 2018, Immigration Stories Primary Documents Help Students Explore AgarwalRangnath,2016_Focus On Critical Literacy		
Day 12: November 12	**Literacy in Social Studies: Reading and Writing in Social Studies** What is the role of Social Studies in developing reading and writing skills? What pedagogical strategies best support reading and writing in social studies? How can I infuse reading and writing into my teaching?	Beyer, Using Writing to Learn in History Risinger, Improving Writing Skills Through Social Studies Kohn, How to create nonreaders	Turn in the Assessment Plan of Unit Plan to Discussion Board	
Day 13: November 19	**Teaching Controversial and Sensitive Topics**	Barton, K., & McCully, A. (2007). Teaching controversial issues ... where controversial issues	**Critical Incident Analysis Assessment – uploaded to Blackboard/Assessments.** To include a discussion on **Individualized Instruction**	

		Goldberg, T., Schwartz, B., & Porat, D. (2011). 'Could they do it differently?' Journell, W. (2011). Teachers' controversial issue decisions related to race, gender, and religion	**and Assessment Plan DUE – uploaded to Blackboard/Assessments and be prepared to share in class**	
		Philpott, S., Clabough, J., McConkey, L., Turner, T.L. (2011). Controversial issues: To teach or not to teach?	**Video and mentor teacher form uploaded to Goreact**	
		Hess, D. E. (2005). How do teachers' political influence teaching about controversial issues?		
		Ginsberg & Junco, 2018, Teaching Controversial Issues in a Time of Polarization		
Day 14: November 26	**Discourse, Deliberation and Debate**	Barss, 2016, Setting Stage for Civil Discourse		<mark>**Mandatory Clinical Debrief 6**</mark>
		Dabach,et al., 2018, Rethinking Immigration As A Controversy		
		McCorkle,et al., 2018, Confronting False Narratives In The Debate Over Immigration		
		Seitz,et al, 2018, Voter ID Laws: Teaching Deliberation		

Day 15: December 3	**21st Century Challenges**	Hodgin & Kahne, 2018, Misinformation What Teachers Can Do Sperry, 2018 Fake News & Media Literacy Roberts-Mahoney, et al., 2017_Netflixing human capital development personalized learning technology and the corporatization of K 12 education	**Unit Plans Due – uploaded to Blackboard/Assessments**	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see 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 http://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/ .

General Internet Resources:

Advanced Placement Central
http://apcentral.collegeboard.com/apc/Controller.jpf

National Writing Project
http://www.nwp.org/cs/public/print/resource/922

Free teaching resources
http://www.free.ed.gov/subjects.cfm?subject_id=19
http://www.tolerance.org/teach/index.jsp

National Archives
http://www.archives.gov/index.html

Library of Congress
http://www.loc.gov/index.html

Gilder Lehrman Institute of American History
http://www.gilderlehrman.org/

Center for History and New Media
http://chnm.gmu.edu/ (also see http://historymatters.gmu.edu/)

Historical Thinking Matters
http://historicalthinkingmatters.org/

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

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

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

Technology Integrated Lesson/Webquest Assessment

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

For this assignment, you are charged with **developing a technology-integrated lesson** for secondary history/social studies students. Your lesson will focus on the overarching theme of **social justice** while incorporating NCSS themes of **technology and innovation** (NCSS theme 8) and **global connections** (NCSS theme 9). This will be a web-based platform that allows students to navigate particular electronic sources from a Webquest activity page. And beyond simply wading through digital information, your lesson should challenge students to interpret and evaluate digital resources. This activity page should be in the form of a webpage/wiki you design and launch if at all possible, but may be a more simplistic web-based document with appropriate questions and navigation links for students to follow. You must also **write a 2-page narrative** which chronicles the lesson development, specific learning objectives of the lesson and how you believe your Webquest activities help students meet your objectives.

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

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

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

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

technology have impacted humans? If it only addresses candidates' capability to utilize technology in the assignment that would not be sufficient to meet the needs of the standard.]

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

Technology Integrated Lesson/WEBQUEST Evaluation Rubric

	Approaching Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Overall Visual Appeal & Ease of Use **Introduction** **NCSS Pedagogical Standard 4** **InTASC Standard 2** **ISTE Standards 1b and 2b** **NCSS Pedagogical Standard 4** **InTASC Standard 2** **ISTE Standard 1a**	Few graphic elements The site layout is manageable, but includes broken links or portions that are difficult to navigate Describes a compelling issue/problem that is only somewhat related to learners' interests Introduction makes only vague and general reference to learner's prior knowledge	Appealing graphic elements included The site is mostly easy to navigate Clearly describes a social issue/problem, but includes minimal effort to engage learner's prior knowledge and interests Prepares learner for lesson by foreshadowing important new concepts and principles	Appealing graphic elements included appropriately and throughout The site is intuitive easy to navigate throughout. Engagingly describes a social issue/problem that builds on learner's prior knowledge and relates to learners' interests Prepares learner for lesson by foreshadowing all new concepts and principles included in the activities
Content **NCSS Theme 8** **InTASC Standard 4** **NCSS Theme 9** **InTASC Standard 4**	Lesson directly relates to the content of NCSS Theme 8, but with few requirements for students to analyze and interpret content. Lesson relates to the content of NCSS Theme 9, but with few requirements for students to analyze and interpret content.	Lesson directly relates to the content of NCSS Theme and includes some effort to challenge students interpret how science and technologies influence beliefs, knowledge, and their daily lives Lesson requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences	Lesson explicitly requires students to interpret how science and technologies influence beliefs, knowledge, and their daily lives Lesson explicitly requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences
Tasks **NCSS Pedagogical**	Requires some analysis of digital information but does require learners to	Requires analysis of digital information and/or putting together information from	Requires synthesis of multiple sources of digital information to solve an authentic

Standards 3, 4, and 5 InTASC Standard 8 ISTE Standard 3d	put together information from several sources	several sources to solve a problem or take action on a social issue, but not explicit information about the authenticity of the problem	problem or take action on a social issue in a feasible way.
Activities **NCSS Pedagogical Standard 6** **InTASC Standards 1, 2, 8** **ISTE Standards 2b and 2c**	Activities do not offer users multiple entry points or opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through offering multiple entry points and opportunities to achieve goals in a variety of ways.
Resources **ISTE Standard 2a**	Little variety of media resources are utilized for student access, and the links provide minimal opportunity for users to see different modes of information available	Some variety of media resources are utilized for student access, and the links provided do offer students different modes of information available	A wide variety of media resources are utilized for student access, and the links provided make excellent use of different modes of information available
Evaluation NCSS Pedagogical Standard 7 **InTASC Standards 6, 7** **ISTE Standards 2d**	Criteria for success is partially described Individual and/or group grades are not delineated	Criteria for success is described, but not always in ways that are appropriately differentiated Individual and/or group grades are delineated in general terms	Criteria for gradations of success are clearly stated in the form of a rubric Individual and/or group evaluation is clearly described

Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation

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

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

Partner Museum/Memorial/ Historic Site Lesson Plan Template

Name _____ Lesson Topic _____

Standard of Learning:

Learning Goals

Students will know:	Students will be able to:

Essential Question:

Activating strategy:

Instructional strategies (include checks for understanding):

Summarizing strategy:

	Approaching Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Standard of Learning/ **Essential Question** **NCSS Pedagogical Standard 4** **InTASC Standard 2**	Standards of Learning and Essential Question are minimally evident	Standards of Learning and Essential Question clearly stated or posted	Standards of Learning and Essential Question are clearly stated and posted
Activating/ **Closure Strategies** **NCSS Pedagogical Standard 4** **InTASC Standard 2**	Purpose of lesson is minimally stated Prior knowledge is minimally activated Lesson is minimally summarized Purpose of lesson is minimally stated	Purpose of lesson is somewhat evident Some attention given to activating prior knowledge Lesson is somewhat summarized Purpose of lesson is somewhat restated	Introduces lesson by detailing the purpose Clearly activates prior knowledge Detailed summary of the lesson at closure Clearly restates lesson purpose

Learning Activities	Lesson is minimally linked to Standard of Learning and Essential Question	Lesson is somewhat linked to Standard of Learning and Essential Question	Lesson is clearly linked to Standard of Learning and Essential Question
NCSS Pedagogical Standard 3, 4, 5, 6	Minimal effort to check for understanding	Some checks for student understanding	Checks for student understanding
InTASC Standard 4, 8	Minimal attempt at differentiation	Some differentiation evident	Differentiation evident
Student Engagement **NCSS Pedagogical Standard 4** **InTASC Standard 5**	Effort to engage students is minimally evident	Effort to engage students is somewhat evident	Effort to engage students is evident

Reference

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

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

August 27, 2019

Dear Mentor Teachers:

We write as faculty members and university facilitators in the Secondary Education (SEED) Program in the College of Education and Human Development at George Mason University. We want to thank you for agreeing to work with one of the SEED program prospective teachers this semester—these are invaluable experiences for our students. Research shows that teacher candidates are better prepared to be effective teachers and to positively impact student learning if they gain more hours of experience independently teaching, with professional support, early in their pre-service education. The teacher candidate with whom you are working has already completed the first in a series of two secondary Methods courses required for licensure at George Mason University. He/she is now enrolled in the second Methods course and is required to do 15 hours of fieldwork to complement university coursework. We will assist with coordinating the learning opportunities for these teacher candidates as they work in your classroom.

While enrolled in a Methods II course, the prospective teacher with whom you have agreed to work is required to complete an additional 15-30 hours of fieldwork. Ideally the fieldwork should span a minimum of 4-5 days, with each session at least 3 hours in length. Major projects in this course include the development of a unit plan, the development of an assessment plan that aligns with the unit plan, and a micro-teaching assignment in which teacher candidates video-record themselves teaching a 30-45-minute lesson and use the video (uploaded to the Goreact video coding platform) to reflect upon the lesson's effectiveness. This micro-teaching project is a part of our college's "Critical Incident Analysis" (CIT) common assessment.

In order to support our teacher candidates, we propose the following schedule for this candidate's work in your classroom:

Hours 1-5 (Days 1-2)
- o Mason teacher candidate will introduce herself/himself to your school, you, and your students
- o Candidate observes in the class and engages in your classroom (e.g., passing out papers, working with individual students and small groups)

Hours 5-10 (Days 2-4)
- o Candidate continues to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)

- o Candidate drafts a lesson plan/activity to be presented and seeks feedback from you, the mentor teacher

Hours 10-15 (Days 3-5)
- o Candidate continues to engage with your class
- o Candidate initiates final discussion of planned lesson/activity
- o Candidate implements and videotapes the planned lesson/activity, with you completing a brief observation report ("InTASC/VDOE Formal Observation Form") providing the teacher candidate with feedback on his/her work

Post lesson/activity
- o Candidate receives written or oral feedback from students (if possible); each candidate will design her/his own student feedback method, with your input, and this feedback will be included as part of the holistic reflection the candidate completes
- o Candidate submits a holistic reflection and a paper that highlights a critical incident that occurred during their facilitation of the lesson in your class.

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

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

Sincerely,

Paula C. Azevedo, Ph.D.   Stephen Burton, PhD
Instructor, Social Studies   Instructor, Science
Education   Education

Arvinder Johri, Ph.D.
Instructor, English
Education

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

Methods II Clinical Experience Project and Critical Incident Analysis Task

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

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

Field Experience Component

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

ASSIGNMENT DIRECTIONS

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

Hours 1-5 (Days 1-2)
- o Introduce yourself to your school, the mentor teacher, and your students
- o Observe in the class and engage in your mentor teacher's classroom (e.g., passing out papers, working with individual students and small groups)

Hours 5-10 (Days 2-4)
- o Continue to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)
- o Draft a lesson plan/activity to be presented and seeks feedback from your mentor teacher

Hours 10-15 (Days 3-5)
- o Continue to engage with your class
- o Initiate final discussion of planned lesson/activity with your mentor teacher
- o Implement and video record the planned lesson/activity, with your mentor teacher completing the observation rubric providing you with feedback on your work

Post lesson/activity
- ● Obtain written or oral feedback from students (if possible); you will design your own student feedback method, with your mentor teacher's input, and this feedback will be included as part of your holistic reflection
- ● Complete the Critical Incident Assessment per the directions below.

Critical Incident and Analysis Assessment Component

This assessment is intended to be completed alongside your field experience. According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions based upon a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions.

This task addresses responsible and meaningful technology use and will assess the following standards:
- InTASC Standards: 2, 9
- CAEP Standards: 1.1, 1.2, 1.3, 1.5
- VDOE Standards: 2, 3, 4, 5

Assessment Objectives

- The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will critically reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to affect future teaching.
- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.

For this assessment, you'll identify a "critical incident." Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg. 84). Reflecting upon a critical incident can affect change in: your thinking, your practice, your attitudes, and your understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment.

For this assessment, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- **Practical reflection** focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "The teacher's selection of a 'flipped classroom" lesson was designed to support students use of technology and to allow the teacher to address concerns during students' application of the skills learned. There is a assumption that students may learn more, faster-than more traditional instruction?")
- **Technical reflection** focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "The use of a timer was implemented to help Susan stay focused on her work? This resulted in…"). Take your reflections a step further and focus on a student who is struggling. Describe the individual by including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and

a statement of educational need. Consider different pedagogical practices for the student. Discuss with your mentor teacher ways in which you might attend to their needs. Present specific evidence-based **instructional strategies** that address the identified learning objectives/goals for this student. Consdier the learner's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. **If applicable, discuss the use of augmentative and alternative communication systems and assistive technologies** or other appropriate technologies used to address learning needs

● **Critical reflection** includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?"

References

Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Fransisco: Jossey-Bass Publishers.

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

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry, 6*, 205-228. http://www.jstor.org/stable/1179579

Yost, D.S., Sentner, S.M., Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century, *Journal of Teacher Education, 51*:1, 39-49. DOI: https://doi.org/10.1177/002248710005100105

Methods II Clinical Experience Project/Critical Incident Assessment and Rubric
(To be completed by Methods II instructor)

CRITICAL INCIDENT ANALYSIS: IMPACT ON STUDENT LEARNING
ASSESSMENT TASK RUBRIC
George Mason University College of Education and Human Development Secondary Education Program
● EDCI 667 | EDCI 479/669 | EDCI 472/672 | EDCI 483/673
●

- **Practical reflection** focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "The teacher's selection of a 'flipped classroom" lesson was designed to support students use of technology and to allow the teacher to address concerns during students' application of the skills learned. There is a assumption that students may learn more, faster-than more traditional instruction?")
- **Technical reflection** focuses on effective application of skills and knowledge in the classroom. Reflection focuses on analyzing the effects of strategies used. (Example: "The use of a timer was implemented to help Susan stay focused on her work? This resulted in…"). Take your reflections a step further and focus on a student who is struggling. Describe the individual by including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need. Consider different pedagogical practices for the student. Discuss with your mentor teacher ways in which you might attend to their needs. Present specific evidence-based **instructional strategies** that address the identified learning objectives/goals for this student. Consider the learner's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. **If applicable, discuss the use of augmentative and alternative communication systems and assistive technologies** or other appropriate technologies used to address learning needs
- **Critical reflection** includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?"

Points	6-5	4-3	2-1
Practical reflection	The candidate reflects on a critical incident and explores the assumptions underlying a specific practice and provides a	The candidate reflects on a critical incident but uses limited data points to evaluate the specific teaching practice and does not assess all components to include: educational	The candidate's evaluation focuses on only two of the required elements for the practical reflection. For example,

	comprehensive analysis to include educational implications, actions and the consequences of that practice on student learning.	implications, actions and the consequences of that practice on student learning. Limited data points to evaluate the specific teaching practice and does not assess all components to include: o educational implications, actions and the consequences of that practice on student learning.	educational implications and actions
Technical reflection	The candidate uses a variety of data points to evaluate the outcomes the learning experience. Discussion includes exploring any of the applicable considerations including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need. Candidate considers different evidence-based instructional strategies to better meet the needs of the student. Technology assisted programs are considered based on needs.	The candidate does not explore various data points to evaluate the outcomes the learning experience. Discussion includes a limited exploration of applicable considerations including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need. Candidate does not thoroughly present evidence-based instructional strategies to better meet the needs of the student. Technology assisted programs are considered based on needs.	The candidate examines limited data to evaluate the outcomes the learning experience. Discussion fails to consider one of the following: cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need. Candidate presents at least one evidence-based instructional strategy to better meet the needs of the student but fails to present the rationale. Technology assisted programs are considered based on needs.

Critical Reflection	Candidates focus on the moral and ethical dimensions of decisions related to instruction and consider the direct or indirect implications to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.	Candidates explore on the moral and ethical dimensions of decisions related to instruction but do not consider the direct or indirect implications to the classroom. There is a lack of connections made between situations they encounter and the broader social, political, and economic forces that influence those events.	Candidates offer a limited discussion on the moral and ethical dimensions of decisions related to instruction. There is a lack of connections made between situations they encounter and the broader social, political, and economic forces that influence those events.

InTASC/VDOE Formal Observation Form – Methods II Field Experience
(To be completed by Mentor Teacher)

Name of candidate _____ Date _____

School:_____ Grade/Content: _____ / _____Semester/Year_____

Below are the InTASC and VDOE Standards that GMU uses to evaluate its teacher candidates along with a performance indicator that describes what it means for a candidate to meet the standard and earn a rubric score of 3.

THEMES
- **Technology**
- **Diversity**
- **College & Career Ready**

SCORING GUIDELINES

4 (Exceeds Standard): Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3 (Meets Standard): This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2 (Approaches Standard): Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.

1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Meets Standard (3)	Notes & Observations
LEARNER AND LEARNING		
InTASC 1 Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.		
1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. **VDOE 1**	Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.	
1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. **VDOE 2**	Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.	
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. **VDOE 1**	Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. **VDOE 1**	Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.	
InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.		
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5**	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	
3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests.	

VDOE 5	Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	

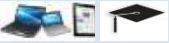| **Performance**	**Meets Standard (3)**	**Notes & Observations**
InTASC 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.		
4.1 Candidate understands the tools of inquiry and structures of the discipline, **VDOE 1**	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	.
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **VDOE 3**	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.	
InTASC 5. Content Application. The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2**	Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.	
5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. **VDOE 5**	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	
INSTRUCTIONAL PRACTICES		
InTASC 6. Assessment. The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.		
6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. **VDOE 4**	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	.
6.2 Candidate uses formative assessment to monitor and adjust instruction and to	The candidate's approach to using formative assessment to monitor	

	and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	
guide the learner decision making. **VDOE 4**		

Performance	**Meets Standard (3)**	**Notes & Observations**
InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. **VDOE 2**	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.	
7.2 Candidates effectively plans instruction based on knowledge of learners and the community context. **VDOE 2**	Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	
InTASC 8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.		
8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. **VDOE 3**	Candidate applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.	

TECHNOLOGY. Candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. Candidates effectively use available technologies to provide opportunities for all learners to use technology in a purposeful and developmentally appropriate way.		
Performance	**Meets Standards**	**Notes & Observations**
VDOE 3. Learning Facilitator. Candidates support student learning by harnessing the power of technology.		
3.1 The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.	The candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.	
3.2 The candidate Incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting,	The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using	

including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.	technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	
3.3 The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.	The candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders	
VDOE 4. Skilled Technology User. Candidates understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction.		
4.1 The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.	The candidate used effective, appropriate, and contemporary technologies to support instruction.	
4.2 The candidate demonstrated the ability to troubleshoot typical classroom technologies.	The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.	

GENERAL OBSERVATION NOTES:

_____   _____ _____
Candidate Signature   Printed Name   Date

_____   _____ _____
Mentor Teacher Signature   Printed Name   Date

Field Experience Hours/Activities Log

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

GMU Student:_____

Mentor Teacher/School: _____

Subject/Grade:_____

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

GMU Student Name/Date _____

GMU Student Signature/Date _____

Mentor Teacher Name/Date _____

Mentor Teacher Signature/Date _____

Unit Plan Assignment

A significant part of this course includes learning to develop effective instructional unit plans covering a sequence of lessons targeted around a topic fitting a secondary history/social studies course. **For this assignment, you will develop a unit plan focused on NCSS Themes/Standards 1: Culture and 5: Individuals, Groups and Institutions – descriptions attached.** You will also include relevant Virginia Standards of Learning.

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

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

Unit Plan Assignment Summary

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

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

CULTURE

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

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

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

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

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

INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

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

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

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

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

sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

Teacher's Name_____Grade Level_____

Lesson Title_____Date_____

    I. NCSS Themes and State Standards Addressed
- NCSS
- VA SOL

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

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

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

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

    VI. Differentiation
- List adaptations that will be made for individual learners.

Checklist for Unit Plan Components

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

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

Criteria	Approaches Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
I.a. Objectives *NCSS* *Pedagogical Standard 6* *InTASC Standard 7*	Unit goals and specific lesson objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide some sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide a clear sense of what students will know and be able to do as a result of the lesson	
I.b Objectives *NCSS* *Pedagogical Standard 6* *InTASC Standard 7*	Goals and objectives are only vaguely related to standards.	Goals and objectives are largely related to standards.	All goals and objectives are clearly and closely related to standards	
II. a. Standards and Alignment *NCSS Pedagogical Standard 6* *NCSS* *InTASC Standard 7*	Key standards are referenced but not connected to the objectives, learning activities, and assessment(s) in any consistent way.	Key standards are referenced and mostly integrated into the objectives, learning activities, and assessment(s).	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s) thoroughly and consistently.	
II. b. Standards	Lesson does not require students to	Lesson enables students to explore cultural	Lesson enables students to explore cultural	

and Alignment *NCSS Theme 1, Culture**	explore cultural perspectives in ways that foster cultural understanding.	perspectives and enables some level of understanding of key concepts and processes related to Individuals, Groups and Institutions.	perspectives and encourages deep understanding of key concepts and processes related to Individuals, Groups and Institutions through study of social and cultural systems.	
II. c. Standards and Alignment **NCSS Theme 5, Individuals, Groups, and Institutions***	Lesson enables some level of understanding of key concepts and processes related to Individuals, Groups and Institutions but does not lead to the understanding of key concepts and processes through resource analysis	Lesson uses resources to encourage some level of analysis of resources to examine domestic and global policies related to cultural groups and institutions, but does not foster student interpretation of the resources.	Lesson challenges students to critically examine domestic and global policies related to cultural groups and institutions using appropriate resources and interpretation thereof.	
III. a. Resources: Technology & Teacher-Created Supporting Materials *NCSS Pedagogical Standard 6* *NCSS* *InTASC Standards 5 & 7*	Resources are not well integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are not evident.	Resources are appropriately integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	Resources are innovative and appropriately integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	
III. b. Resources: Technology & Teacher-Created Supporting Materials *NCSS Pedagogical*	Supporting resources are unorganized, incomplete, and/or inappropriate for student learning. Materials do not	Supporting resources are clear and complete. Materials enhance lesson.	Supporting resources are clear, complete, and cogent. Materials enhance lesson significantly.	

Standard 6 *NCSS* *InTASC Standards 5 & 7*	enhance lesson.			
IV. a. Instructional Activities *NCSS Pedagogical Standards 3, 4, 5, & 6* *InTASC Standards 4 & 5*	Activities include minimal or weak introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant.	Activities include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant.	Activities are clearly articulated and include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant.	
IV. b. Instructional Activities *NCSS Pedagogical Standards 3, 4, 5, & 6* *NCSS* *InTASC Standards 4 & 5*	Plan is minimally engaging and motivating. Most of the lesson allows students to be passive recipients of information.	Plan includes engaging and motivating activities that challenge students to employ habits of mind of critical inquiry, interpretation of evidence, or problem solving.	Plan is highly engaging and motivating throughout. Activities challenge students to employ habits of mind of critical inquiry, interpretation of evidence, and problem solving.	
V. Assessment *NCSS Pedagogical Standards 1 & 7* *NCSS* *InTASC Standard 6*	Assessment plan is limited to cover only the most basic learning objectives and activities.	Assessment plan includes formal and informal assessment strategies that are appropriate to learner development. These assessments are limited to cover only certain aspects of the lesson objectives, standards, and activities.	Assessment plan includes a variety of formal and informal assessment strategies that are appropriate to learner development and attentive to the all aspects of the lesson including learning objectives, standards, and activities.	

VI. a. Differentiated Instruction *NCSS Pedagogical Standards 2 & 6* *NCSS* *InTASC Standard 3*	Lesson plan includes minimal differentiated instruction, which is limited to either gifted students OR students with special needs.	Lesson offers appropriate learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	Lesson clearly offers appropriate, creative, and well-integrated learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	
VI. b. Differentiated Instruction *NCSS Pedagogical Standards 2 & 6* *NCSS* *InTASC Standard 2*	Activities are accessible largely through one dominant mode.	Activities are accessible through a variety of entry points.	Activities are accessible through a variety of entry points, which are well-integrated throughout the lesson.	
Total				