

George Mason University
College of Education and Human Development
Graduate School of Education

EDCI 544: Curriculum and Methods of Teaching in Elementary Education

Summer 2013

May 21st – June 20th

Tuesdays & Thursdays, 5:00 pm – 9:00 pm

Saturdays, June 1st, 8th and 15th, 9:00 am – 12:00 pm

Arlington Campus, Founders Hall 320

Instructor: Dr. Corey Sell

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**Best form of contact*

Office Hours: by appointment

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COURSE OVERVIEW

Course Description

Introduction to general methods of teaching in elementary schools, focusing on management, planning, teaching strategies, assessment, and differentiation.

Prerequisite(s): Admission into elementary education graduate program; must be taken in programmatic sequence. Hours of Lecture or Seminar per week: 3

Nature of the Course

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as scheduled online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and simulated teaching experiences.

Course Assumptions

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions and activities as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. You must be “present” throughout all discussions and activities.

Learning Outcomes

Students will be able to:

1. Identify and discuss the essential attributes of the effective teacher for the 21st century (INTASC 9)

2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity (INTASC 3)
3. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling) (INTASC 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students (INTASC 5)
5. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations (INTASC 5, 6)
6. Understand the importance of using multiple assessments over time and how to choose what assessments to use (INTASC 8)
7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students (INTASC 2, 3, 4)
8. Select from multiple models of instruction to meet particular learning goals, provide a variety of instructional experiences, and adapt each to meet the needs of diverse students (INTASC 3, 7)
9. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents (INTASC 9, 10)

STANDARDS

INTASC Standards

1. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
6. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
8. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
9. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Virginia State Teacher Education Licensure Regulations for Elementary Education

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

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
2. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environment.
3. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
4. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

International Society for Technology in Education National Educational Technology Standards

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE: Teachers use technology to enhance their productivity and professional practice. Teachers:

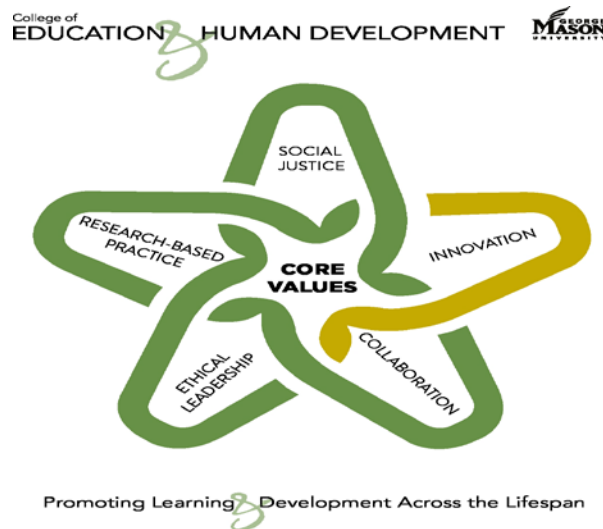
1. Use technology resources to engage in ongoing professional development and lifelong learning.
2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
3. Apply technology to increase productivity.

The Virginia State Technology Standards for Instructional Personnel

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice.



Students are expected to adhere to these principles. For more information about our core values, please reference <http://cehd.gmu.edu/values/>.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a

required performance-based assessment is required to submit this assessment (*Instructional and Classroom Management Report*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

COURSE READINGS

Readings

- Codell, E. R. (2010). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.
- Marzano, R.J., Marzano, J.S. and Pickering, D.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Rajagopal, K. *Create success! Unlocking the potential of urban students*. Alexandria, VA: ASCD.

Recommended Readings

- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: John Wiley & Sons, Inc.

Related Readings

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Blackboard: For this course we will be using Blackboard as a means to distribute ***additional readings*** not included in the textbooks. You can access Blackboard

through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click our COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

COURSE ASSIGNMENTS

Class Participation (10%)

You are expected to be **on time** and **prepared** for class each week. This means having completed all assigned readings and tasks for that week before class begins. Because class is focused heavily on peer work and discussion, if you are not prepared, it affects not only your own learning, but also that of your peers. You are expected to be an active participant in all activities. This also extends to any and all online activities completed throughout the duration of the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies (i.e., death in family, hospital) are exceptions to the above policy. **You are expected to bring in proof of reasoning for your absence in order for it to be excused.** If you anticipate being absent for any of these reasons, please make arrangements *in advance (at least 24 hours)* and there will be no deduction in your grade. If it is a last minute emergency, you are given 48 hours to provide proof of absence.

Whenever it is possible, advance notice of absences is appreciated. An email message or phone call to someone who will be in class (instructor or student) is generally adequate to keep us from worrying about you. If you were unable to contact someone prior to the missed class, please contact me as soon as possible afterwards to learn of any assignments or announcements. You should expect to make up any missed class work.

Online Discussions and Postings (10%)

Given the material talked about in this course, our conversations will continue outside the classroom walls. Therefore, we will engage in semi-structured conversations in our classroom Blackboard discussion site **weekly**. Specifically, our conversations will involve how you apply management strategies in your personal classrooms and review constructively what works and what hasn't worked. To guide our discussions, we will use key concepts discussed in the *Teach Like a Champion* book. Some online dialogues might include: *setting clear instructional purposes, establishing transitions, improving the pacing of your lessons, and/or "no opt out" procedures*. In addition, we will read supporting literature that questions the effectiveness of these strategies as well as rely on peer responses to analyze the usefulness of these techniques in our classrooms.

Instructional and Classroom Management Report (40%) (PBA)

Over the first half of this course, you will prepare a report on the instructional and management practices of your classroom. Specifically you will focus your report on:

- The context of your classroom, inclusive of *classroom demographics, classroom layout and environment organization*
- Instructional methods and strategies, inclusive of *purposeful planning, pacing and transitions, student engagement, and “tricks of the trade”*
- Explanation of your **SCHOOL’S** *behavior systems*
- Micro view of **YOUR** *classroom management and redirect strategies for students*
- *Compare and contract **your own** behavior management strategies to **your school** system’s discipline routines*

Instructional Resource Review (40%)

As you close your first year as a teacher, it is an opportune time for you to reflect upon an instructional strategy or curriculum approach that worked well for you in the classroom. Your review of a given instructional strategy or curriculum approach will involve the following components:

- **Prepare** a review of the literature on one of the following curriculum topics or a relevant topic of your choice. Base your review on 5 articles published in refereed journals during the past 5 years.
- **Synthesize** the themes and content of the articles to support a premise/point of view concerning the selected topic.
- **Detail** two examples of how you employed the this instructional strategy or curriculum approach in your classroom.

- **Explain** how your topic influenced your instruction and the students' engagement and learning.

As we are told often, DON'T REINVENT THE WHEEL! Thus, your instructional resource guide will be useful to your classmates as they reflect upon their own pedagogies and instructional practices, and prepare for the upcoming year. Thus, we will cumulate all students' resource documents into one Instructional Resource Guide for your reference next year.

Topics to Consider:

- Instructional strategies
- Assessment and evaluation issues
- Contemporary issues in curriculum
- The integrated curriculum
- Project based curriculum
- Curriculum reform
- Culturally responsive curriculum
- Early childhood (kindergarten and primary grades k-3) curriculum
- Urban education
- Cooperative learning
- A topic of your choice - approved by the instructor

Grades

All written assignments should be emailed to csell1@masonlive.gmu.edu, double-spaced in black 12-point Times font (or other serif fonts such as, Palatino), with margins of 1 inch (top, bottom, right, & left). Your papers should conform to the style manual of the American Psychological Association (6th ed.).

All assignments are expected to be emailed prior to the **beginning** of the assigned class. Unless prior arrangements have been made with me (*at least 48* Curriculum and Methods of Teaching in Elementary Education_Summer 2013_Sell

hours in advance), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

Class Point Assignments:

Class Participation:	10 points	(10%)
Postings and Discussion:	15 points	(10%)
Management Report:	36 points	(40%)
<u>Instructional Resource Review:</u>	<u>21 points</u>	<u>(40%)</u>
Final Course Grade	82 points	(100%)

Grading Scale:

A = 94-100

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79

F = Did not meet course requirements

COURSE CALENDAR

The Course Calendar below offers a **tentative** class-meeting schedule. The schedule includes the discussion topic, the required readings for the given class, and the assignments due dates. I reserve the right to modify this schedule in whole or in part, and to add or delete readings as necessary. I expect that the schedule and readings will change as we move through the semester so you should attend every class to hear updated changes made to the syllabus.

WEEK ONE – Classroom Management		
	Tuesday, May 21st	Thursday, May 23rd
Topic/Guiding Questions	<ul style="list-style-type: none"> • Introductions/Class Needs Assessment • Course Overview and Discussion of Syllabus • Overview of Classroom Management (What works in your classroom?) • Culturally Responsive Classroom Management (CRCM) 	<ul style="list-style-type: none"> • Book Club
Readings	1. Syllabus	1. <i>Educating Esme</i> – entire book
Assignment Due	<p>Read the syllabus & come with questions</p> <p>Complete the Class Needs Assessment</p>	Online Discussion Post and 2 Peer Responses

WEEK TWO – Classroom Management Cont. and Instructional Models/Strategies			
	Tuesday, May 28 th	Thursday, May 30 th	Sat., June 1 st
<i>Topic/Guiding Questions</i>	<ul style="list-style-type: none"> • Share thoughts on <i>Educating Esme</i> • Compare CRCM with Rajagopal’s Ch. 1 • Classroom Management (Rules/Expectations/Procedures/Discipline Interventions) • Instructional Strategies that help manage behavior (What have you tried?) • Begin conversation on Instructional and Classroom Management Report 	<ul style="list-style-type: none"> • What management techniques work in your classroom? 	Writer’s Workshop
<i>Readings</i>	<ol style="list-style-type: none"> 1. Rajagopal (2010): <i>create Success</i> (Ch. 1: p. 20-39 & Ch. 2: p. 40-63) 2. Marzano, Marzano and Pickering (2003): <i>Classroom Management that Works</i> (Ch. 1: 1-12; Ch. 2: p. 13-26; & Ch. 3: p. 27-40) 	<ol style="list-style-type: none"> 1. Kerr & Nelson article uploaded on Blackboard 2. Lemov (2010): <i>Teach Like a Champion</i> (articles uploaded) 	
<i>Assignment Due</i>		<p>Online Discussion Post and 1 peer response</p> <p>Implement 2 techniques from Lemov (2010) and reflect on how they have influenced your instruction and overall management of students. Respond to 1 peer.</p>	

WEEK THREE – Instructional Models/Strategies and Teacher-Student Relationships			
	Tuesday, June 4th	Thursday, June 6th	Sat., June 8th
Topic/Guiding Questions	<ul style="list-style-type: none"> • Discussion of Kerr & Nelson Article • What techniques did you try last week? • Share Instructional and Classroom Management Outline (Due Sat. June 8) • What role do relationships have on management? (Marzano Ch. 4) • Models/Strategies of Instruction Overview (Given a concept or standard how would you design your instruction?) 	<ul style="list-style-type: none"> • Explore the use of instructional strategies within your classroom. 	Instructional and Classroom Management Report
Readings	<ol style="list-style-type: none"> 1. Marzano, Marzano and Pickering (2003): <i>Classroom Management that Works</i> (Chapter 4: 41-64) 2. Additional article/s to be posted on Blackboard 	<ol style="list-style-type: none"> 1. TBA 	
Assignment Due	<p>Instructional and Classroom Management Outline – “Where are you and where are you headed?”</p> <ul style="list-style-type: none"> • Bring an outline to share with a partner and with the instructor 	<p>Implement 1 instructional strategy discussed in class and post a reflection on how it went OR post a discussion of how you could use 1 instructional strategy to teach a specific concept within your classroom.</p> <p>Post 1 response to a peer.</p>	Instructional and Classroom Management Report (emailed to Corey)

WEEK FOUR – Planning & Assessing (Pre, Formative, and Summative)			
	Tuesday, June 11th	Thursday, June 13th	Sat., June 15th
Topic/Guiding Questions	<ul style="list-style-type: none"> • Review Models/Strategies of Instruction • What is Curriculum? How does Classroom Management relate to Curriculum? • Understanding by Design (Backwards Planning: What is it and Why is it useful?) • What planning format have you found useful? • How do you assess for understanding or mastery during your teaching? (Did you find the OTIS discussion in Rajagopal useful? Do you use formative assessments?) • Begin planning a unit for next year. 	<ul style="list-style-type: none"> • What articles have you found for your Instructional Resource Review? • How do you use formative assessments? 	Instructional Resource Guide Handout
Readings	<ol style="list-style-type: none"> 1. Rajagopal (2010): <i>create Success</i> (Ch. 3: p. 66-75 & Ch. 4: p. 76-101) 2. Understanding by Design Ch. 1 uploaded on Blackboard 3. Additional article/s TBA 	TBA	

<i>Assignment Due</i>	Email instructor the topic for your Instructional Resource Review. Identify a unit of instruction you would like to begin planning for next year and bring a few materials you will need to start this process.	Post the title and synopsis on 1 article chosen for your Instructional Resource Review. Respond to 1 peer. Share 1 example of how you assess for understanding and respond to 1 peer.	
WEEK FIVE – Differentiation, Instructional Models/Strategies, Wrap-Up			
	Tuesday, June 18th	Thursday, June 20th	
<i>Topic/Guiding Questions</i>	<ul style="list-style-type: none"> • Review formative assessments • How do you differentiate instruction? What role do assessments play in differentiation? • What will you do differently next year in setting up your classroom with regards to management? (Marzano Ch. 7) • Roundtable Presentations • What were your successes this year and in this class? 	<ul style="list-style-type: none"> • Complete Instructional Resource Review Paper 	
<i>Readings</i>	<ol style="list-style-type: none"> 1. Marzano, Marzano and Pickering (2003): <i>Classroom Management that Works</i> (Ch. 7: 92-100) 2. Additional Article/s TBA 	<ol style="list-style-type: none"> 1. Articles for Instructional Resource Review Paper 	
<i>Assignment Due</i>	Instructional Resource Review Handout and Informal Presentation to the Class	Instructional Resource Review Paper due (emailed to Corey)	

	<ul style="list-style-type: none">• Roundtable Presentation• A handout (1 page) that provides synopsis of your work• Bring enough copies for ALL your classmates.	
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EDIC 544 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE

<i>ELEMENT</i>	Unsatisfactory (6 or less pts.)	Basic (7 pts.)	Proficient (8 pts.)	Distinguished (9-10 points)
<i>Attendance & Participation</i>	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence. The student actively participates and supports the members of the learning group and the members of the class.

EDIC 544 -- RUBRIC FOR POSTINGS AND ONLINE DISCUSSIONS

ELEMENT	Unsatisfactory (2 or less pts.)	Basic (3 pts.)	Proficient (4 pts.)	Distinguished (5 points)
INITIAL POSTINGS	The student posts no assignments.	The student posts adequate assignments with superficial thought and preparation; doesn't address all aspects of the question or task.	The student posts well-developed assignments that address all the aspects of the question or task; however it lacks full development of concepts.	The student posts well-developed assignments that fully addresses and develops all aspects of the question or task.
FOLLOW-UP POSTINGS	The student posts no follow-up responses to others.	The student repeats but does not add substantive information to the discussion.	The student posts information that is factual and correct; lacks full development of concept or thought.	The student posts factually correct, reflective, and substantive contributions that advance the discussion.
CONTENT CONTRIBUTION	The student posts information that is off-topic, incorrect, or irrelevant to discussion.	The student posts shallow contribution to discussion (e.g. agrees or disagrees); does not enrich discussion with personal experience or connections to class readings.	The student elaborates on an existing posting with further comment or observation from their personal experience or connections to class readings.	The student demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts using their experiential knowledge as well as connections to class readings.

EDIC 544: Rubric for Instruction and Classroom Management Report (PBA)

____/36 points	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing and substantial evidence)
<p>Classroom Context (5 points total) <i>What are the benefits or challenges of impact within my classroom?</i> <i>How would you describe your classroom context?</i></p>	<p>No evidence addressing the classroom context or the benefits/challenges of impact. (0 points)</p>	<p>Components (i.e. classroom demographics, layout, and organization) named without details. Minimal reflection on benefits /challenges of impact and connection to theory and research. (1 point)</p>	<p>Some level of description, beginning analysis, and some reflection on benefits/challenges of impact, classroom demographics, layout, and organization. Some references to theory/research. (3 points)</p>	<p>Detailed description and reflection on benefits/challenges of impact, classroom demographics, layout, and organization. Specific connections to theory and research included where applicable. (5 points)</p>
<p>Instructional Methods and Strategies: (12 points total) <i>What instructional strategies inform your planning and preparation?</i> <i>How do management strategies influence your planning? (e.g. pacing, transitions, student engagement)</i> <i>What instructional successes have you had in your classroom and why did they work? ("tricks of the trade")</i></p>	<p>No instructional strategies shared that inform planning and preparing. Few lesson plans identified. (0 points)</p> <p>No analysis of lessons. (0 points)</p> <p>No mention of differentiation. (0 points)</p> <p>No connections to theory/research from class readings. (0)</p>	<p>A very limited discussion of the instructional strategies that inform your planning and preparation. Most components of lesson plans identified with little discussion on how they have supported classroom management. (1 point)</p> <p>Little analysis of strengths of lessons. (1 point)</p> <p>Very little mention of differentiation. (1 point)</p> <p>Minimal connections to theory and research from class readings. (1 point)</p>	<p>A cursory discussion of the instructional strategies that inform your planning and preparation. All components of lesson planning identified with limited description and discussion on how they have supported classroom management. (2 points)</p> <p>An analysis of only a few strengths of lessons. (2 points)</p> <p>Limited discussion of differentiation in lesson planning. (2 points)</p> <p>General connections to theory and research using class readings. (2 points)</p>	<p>A thorough discussion of the instructional strategies that inform your planning and preparation. All components of lesson plan identified and described in detail with regards to supporting classroom management. (3 points)</p> <p>Deep analysis of strengths of lessons. (3 points)</p> <p>Differentiation discussed thoroughly in lesson plan. (3 points)</p> <p>Specific connections to theory and research using class readings and at least 1 outside reading. (3 points)</p>

<p>School's Management System (Macro View)</p> <p>6 points total</p> <p><i>What school management procedures exist?</i></p> <p><i>How effective are these routines?</i></p>	<p>Did not identify school management procedures. (0 points)</p> <p>No mention on how effective the school's management procedures are. (0 points)</p>	<p>Limited description of the school's management system with few examples provided. (1 point)</p> <p>Failed to give adequate examples and reflections on the management system. (1 point)</p>	<p>Described and provided examples of school management system. (2 points)</p> <p>Discusses simple reflections about effectiveness of the management system with minimal references to theory and/or research. (2 points)</p>	<p>Described and provided examples of school management system with rich details. (3 points)</p> <p>Discusses in-depth personal and critical reflections about the effectiveness of the management system with connections to theory and research. (3 points)</p>
<p>Your Management System (Micro View)</p> <p>(5 points total)</p> <p><i>How do you manage behavior in your classroom?</i></p>	<p>Only one behavior management or guidance technique addressed with no reflection or theory/research addressed. (0 points)</p>	<p>Identified some behavior management and guidance techniques. Reflection is cursory with no connections to theory and/or research. (1 point)</p>	<p>Identified behavior management and guidance techniques with few examples. Gave a comprehensive reflection with limited depth and did not provide specific connections to theory and/or research. (3 points)</p>	<p>Clearly identified behavior management and guidance techniques with detailed and in-depth reflections. Examples are provided that support the reflective statements. Specific connections to theory and/or research are addressed where applicable. (5 points)</p>
<p>Compare and Contrast</p> <p>(5 points total)</p> <p><i>How does your management system or strategies compare and contrast to your school's?</i></p>	<p>No reflection or examples provided. (0 points)</p>	<p>Reflects limitedly on how personal classroom management procedures compare and contrast to the school's system. Provides only 1 example with support. (1 point)</p>	<p>Reflects on how personal classroom management procedures compare and contrast to the school's system with a brief discussion. Provides at least 2 examples with limited support. (3 points)</p>	<p>Reflects deeply on how personal classroom management procedures compare and contrast to the school's system with an in-depth discussion. Provides 2 to 3 examples with substantial support. (5 points)</p>
<p>Clarity of Writing (3 points total)</p>	<p>Contains many errors or error patterns (0 points)</p>	<p>Lacks in grammatical or stylistic form OR contains many errors or error patterns (1 point)</p>	<p>Grammatically and stylistically well written, but contains some errors or error patterns. (2 points)</p>	<p>Grammatically and stylistically well written with few errors or error patterns. (3 points)</p>

EDIC 544: Rubric for Instructional Resource Review

____/21 points	No Evidence	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
Prepare: Literature (3 points total)	The student has used only 1 outside source relevant to his/her topic. (0 points)	The student has used only 2-3 outside sources (articles or books) published within the last 5 years that may or may not be relevant to his/her topic. (1 point)	The student has used only 4 outside sources (articles or books) published within the last 5 years that may or may not be relevant to his/her topic. (2 points)	The student has used 5 outside sources (articles or books) published within the last 5 years that are relevant to his/her topic. (3 points)
Synthesis of Literature (5 points)	Not all articles are summarized leading to a lacking synthesis of the research articles. (0 points)	The themes and content of the articles are summarized but not synthesized into a coherent whole. A premise/point of view concerning selected instructional topic is not developed. (1 point)	The themes and content of the articles are synthesized but with out a clear or well-defined premise/point of view concerning the selected instructional topic. (3 points)	The themes and content of all five articles have been clearly synthesized and used to support a well-defined premise/point of view concerning the selected instructional topic. (5 points)
Detailed Examples (5 points)	No examples were provided. (0 points)	The student included only 1 example with limited descriptive details. (1 point)	The student included 2 examples with limited descriptive details. (3 points)	The student included 2 relevant examples of how he/she has employed the chosen instructional strategy or curriculum approach in his/her classroom. A very detailed and thorough description of each example is provided. (5 points)
Explanation (5 points)	No explanation was provided. (0 points)	The student provided a limited account on how the instructional strategy or curriculum approach influenced his/her instruction with no discussion on how the students' engagement or learning was influenced. (1 point)	The student provided an account on how the instructional strategy or curriculum approach influenced his/her instruction with limited discussion on how it influenced student engagement or learning. (3 points)	The student provided a detailed account and/or reflection on how the instructional strategy or curriculum approach influenced his/her instruction as well as students' engagement and learning. Specific details were provided that were relevant to the topic. (5 points)