

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

EDCI 544: Curriculum and Methods of Teaching in Elementary Education

Fall 2013

August 26th – November 11th

Face-to-Face: 4:30-8:30 pm

Online: 3 hours per week expected

Arlington Campus, Founders Hall 308

Instructor: Dr. Elizabeth Levine Brown

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(Fairfax Campus)

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Office Hours: By appointment: We can schedule a Skype appointment or meet before class.

**Best form of contact*

COURSE OVERVIEW

Course Description

Introduction to general methods of teaching in elementary schools, focusing on planning, teaching strategies, management, 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 and participate in 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
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity
3. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling)

4. Describe why learning communities and motivation are important and describe the major strategies for motivating students
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
6. Understand the importance of using multiple assessments over time and how to choose what assessments to use
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
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
9. Understand the nature of teacher's work, the characteristics of effective schools, and the skills needed to work with colleagues, administrators, and parents

STANDARDS

INTASC Model Core Teaching Standards (2011)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC Standards, 1992, Principle 2)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC Standards, 1992, Principle 3)

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (INTASC Standards, 1992, Principle 5)

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (INTASC Standards, 1992, Principles 1&3)

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INTASC Standards, 1992, Principle 8)

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC Standards, 1992, Principle 7)

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC Standards, 1992, Principle 6)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC Standards, 1992, Principle 9)

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC Standards, 1992, Principle 10)

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.

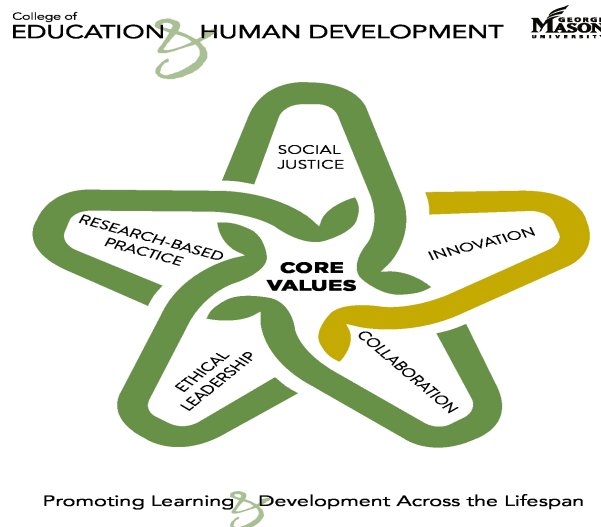
2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
3. Apply technology to increase productivity.

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 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 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 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.
- 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/>].
- 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 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.
- 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/>].
- Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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.

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 and In the Spotlight (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 provide the reason for your absence and proof thereof in order for your absence 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.

During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.

To assist with your individual needs in the classroom as well as foster a strong pedagogical connection between the instructor and student, each student will have one face-to-face meeting with the instructor. These *In The Spotlight* sessions will focus on questions you have regarding how content discussed in the course relates to your personal practice. On the first night of class, a sign up sheet will be distributed for you to select your 15-minute meeting time. These meeting times will occur from 4:30-4:45 and 4:45-5:00 pm during our scheduled class time.

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 and curriculum 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 as well as read supplemental materials that I will provide you. 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*

To provide you a guide for how to prepare the Instruction and Classroom Management report, see the rubric attached.

Instructional Resource Review (40%)

As you enter your first year as a teacher, it is an opportune time for you to consider an instructional strategy or curriculum approach that you would like to

“test” in your 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 employ the 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 to prepare for the upcoming year. Thus, we will cumulate all students’ resource documents into one Instructional Resource Guide for your reference this spring.

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

NOTE ON COURSE ASSIGNMENTS

All written assignments should be stapled, 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 at the **beginning** of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

Grading Policy and Scale

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. A degree-seeking graduate student will be dismissed after accumulating grades of F in

two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Class Point Assignments:

Class Participation and In The Spotlight:	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*

**See important grading policy above*

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 – “I’m Not Alone & Yes, I Can Teach”		
	Monday, August 26th	Online
Topic/Guiding Questions	Getting to Know Each Other Course Overview	Who am I? How would you define an effective 21st century teacher? Name four attributes that would characterize you as a 21st century teacher?
Readings	Syllabus	Marzano, Marzano and Pickering (2003): The Critical Role of Classroom Management (Chapter 1: 1-12) Article uploaded on Blackboard
In the Spotlight Assignment Due	Sign Up for Individual Meeting	THURSDAY, AUGUST 29th (SKYPE) Complete Class Needs Assessment Online Discussion Post and Two Peer Responses Review syllabus and ask Betsy any lingering questions
WEEK TWO – Preparing Your Classrooms		
	Monday, September 2nd	Online
Topic/Guiding Questions	No Class – Labor Day	What are the rules and procedures in your classroom?
Readings		Marzano, Marzano and Pickering (2003): Rules and Procedures (Chapter 2: 13-76)
In the Spotlight		THURSDAY, SEPTEMBER 5TH (SKYPE)

WEEK THREE – Do I Need to Teach Like A Champion, Really?

	Monday, September 9 th	Online
Topic/Guiding Questions	<p>Discussion on Classroom Management – What does it mean to be engage in culturally responsive instruction and management?</p> <p>Panel Discussion – “Will I survive?...You will!” <i>Former Teacher for America colleagues, classmates and I answer your questions about teaching in urban, under-resourced areas</i></p>	<p>What management strategies work in your classroom? How does your relationship with students influence the management of their behavior?</p>
Readings	Culturally Responsive Instruction Article (posted on Blackboard)	<p>Marzano, Marzano and Pickering (2003): Teacher-Student Relationships (Chapter 4: 41-64)</p> <p>Article posted on Blackboard</p>
In the Spotlight		
Assignment Due	Bring 3 questions to pose to the panel	<p>Online Discussion Post and Two Peer Responses</p> <p>Set up Skype Date or Phone Call with Betsy if needed.</p>

WEEK FOUR – Building a Manageable Classroom

	Monday, September 16 th	Online
Topic/Guiding Questions	How can your classroom layout inform your management procedures?	After practicing the management strategies presented this week, how have these strategies influenced your classroom instruction and overall management of students?
Readings	Article posted on Blackboard	<p>Marzano, Marzano and Pickering (2003): Disciplinary Interventions (Chapter 3: 27-40)</p> <p>Article posted on Blackboard</p>
In the Spotlight		
Assignment Due	<p>Instructional and Classroom Management Handouts – “What’s Working & What’s Not Working?”</p> <ul style="list-style-type: none"> • A handout (1 page) that provides a draft 	Online Discussion Post and Two Peer Responses

	summary of your Instructional and Classroom Management Report <i>Bring enough copies for ALL classmates and instructor</i>	
WEEK FIVE – Connecting Classroom Management to Instruction		
	Monday, September 23th	Online
<i>Topic/Guiding Questions</i>	Setting the Tone for Academic Achievement What is Curriculum? How does Classroom Management relate to Curriculum? What are the Roots of Curriculum? What Historical and Political Influences Emerge when Reviewing Famous Curricular Theorists?	What makes you a culturally relevant teacher? What tools do you use to ensure your instruction and management is culturally relevant?
<i>Readings</i>	Selected Works Based on Curricular Theorist Chosen	But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy
<i>In the Spotlight</i>		
<i>Assignment Due</i>	Curricular Theorist Dinner Party Bring Two Current Lesson Plans to Class	Instructional and Classroom Management Report Draft due (email to Betsy) Online Discussion Post and Two Peer Responses
WEEK SIX – Curriculum Theory: How the Past Leads to the Future		
	Wednesday, October 2nd	Online
<i>Topic/Guiding Questions</i>	Reassessing Your Classroom Management: Tweaking the “Bad” with the “Good” Professor Mary Margaret Kerr and Dr. Michael Valenti will join us as co-teachers this evening!	TBA (Will serve as a follow up to our work with Drs. Kerr and Valenti.)
<i>Readings</i>	Book Chapter uploaded to Blackboard: Kerr & Nelson (2010): Addressing Problem Behaviors Chapter	Articles uploaded on Blackboard
<i>In the Spotlight</i>		

<i>Assignment Due</i>		
WEEK SEVEN – Purposeful Planning for the Future		
	Monday, October 7th	Online
<i>Topic/Guiding Questions</i>	<p>How Does Curriculum Theory Inform your Instruction and Practice?</p> <p>Preparing, Planning, Assessing and Reteaching</p> <p>Using a Variety of Instructional Models (e.g., Backwards Mapping Curriculum Approach)</p>	Book Club
<i>Readings</i>	Articles uploaded on Blackboard	<i>Educating Esme</i> – entire book
<i>In the Spotlight</i>		
<i>Assignment Due</i>	<p>Bring anticipated ideas for a unit plan for November. Bring pacing charts and standards.</p> <p>Bring Topic for Instructional Resource Guide.</p>	Online Discussion Post and Two Peer Responses
WEEK EIGHT – Reflections on a Job Well Done		
	Tuesday, October 15th	Online
<i>Topic/Guiding Questions</i>	<p>Presentations on Instructional Resource Guide</p> <p>Long-Term Planning for Next Year</p>	Reflecting on your first year success
<i>Readings</i>	Marzano, Marzano and Pickering (2003): Getting Off to a Good Start (Chapter 7: 92-102)	Message from Betsy on Blackboard
<i>In the Spotlight</i>		
<i>Assignment Due</i>	<p>Instructional and Classroom Management Report Draft due TODAY. Please remember to upload your final product to TaskStream.</p> <p>Instructional Resource Guide Handout and Informal Presentation to the Class</p> <ul style="list-style-type: none"> • Roundtable Presentation 	Instructional Resource Guide due Monday, November 11th. Please remember to upload your final product to TaskStream.

	<ul style="list-style-type: none">• A handout (1 page) that provides a synopsis of your Instructional Resource Guide• Bring enough copies for <u>ALL</u> classmates, instructor and anticipated guests	
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RUBRIC FOR PARTICIPATION AND ATTENDANCE

<i>ELEMENT</i>	Unsatisfactory (6 or less points)	Basic (7 points)	Proficient (8 points)	Distin (9-10 p
<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 not on time nor prepared for class. He/she participates infrequently in group and class discussions. The student attends most 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. However, student participates 75% in classroom discussions. In case of absence; the student makes active contributions to the learning group and class.	The stu attend: is on ti prepar follow: proced case of The stu activel partici and su membe his/he group membe class.

RUBRIC FOR POSTINGS AND ONLINE DISCUSSIONS

<i>ELEMENT</i>	Unsatisfactory (2 or less points)	Basic (3 points)	Proficient (4 points)	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 contributions to discussion (e.g. agrees or disagrees); postings do 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.

KUDRIC FOR INSTRUCTION AND CLASSROOM MANAGEMENT REPORT (RDA)

____/36 points	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing and substantial evidence)
<p>Classroom Context</p> <p><i>What are the benefits or challenges of impact within my classroom? How would you describe your classroom context?</i></p> <p>(5 possible points total)</p>	<p>No evidence addressing the classroom context or the benefits/challenges of impact.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(5 points)</p>
<p>Instructional Methods and Strategies:</p> <p><i>What instructional strategies inform your planning and preparation? How do management strategies influence your planning? (e.g. pacing, transitions, student engagement) What instructional successes have you had in your classroom and why did they work? ("tricks of the trade")</i></p> <p>(12 possible points total)</p>	<p>No instructional strategies shared that inform planning and preparing. No lesson plans identified. (0 points)</p> <p>No analysis of lessons. (0 points)</p> <p>No connections to theory/research from class readings (0 points)</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>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>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>Specific connections to theory and research using class readings and at least 1 outside reading. (3 points)</p>

<p>view)</p> <p><i>What school management procedures exist?</i></p> <p><i>How effective are these routines?</i></p> <p>(6 possible points total)</p>	<p>procedures. (0 points)</p> <p>No mention on how effective the school's management procedures are. (0 points)</p>	<p>provided. (1 point)</p> <p>Failed to give adequate examples and reflections on the management system. (1 point)</p>	<p>(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>(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><i>How do you manage behavior in your classroom?</i></p> <p>(5 possible points total)</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><i>How does your management system or strategies compare and contrast to your school's?</i></p> <p>(5 possible points total)</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</p> <p>(3 possible 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>

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)
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Prepare: Literature (3 possible 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 possible points total)	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 possible points total)	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 possible points total)	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)

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:	The student has used only 1	The student has used only 2-3 outside sources (articles or	The student has used only 4 outside sources (articles or books) published within the last 5	The student has used 5 outside sources (articles or books) published within the last 5

Literature (3 possible points total)	outside source relevant to his/her topic. (0 points)	books) published within the last 5 years that may or may not be relevant to his/her topic. (1 point)	years that may or may not be relevant to his/her topic. (2 points)	years that are relevant to his/her topic. (3 points)
Synthesis of Literature (5 possible points total)	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 possible points total)	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 possible points total)	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)
Clarity of Writing (3 points total)	Contains many errors or error patterns. (0 points)	Lacks in grammatical or stylistic form OR contains many errors or error patterns. (1 point)	Grammatically and stylistically well written, but contains some errors or error patterns. (2 points)	Grammatically and stylistically well written with few errors or error patterns. (3 points)