

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education**

***EDCI 544 Section 003***  
***Curriculum and Methods of Teaching in Elementary Education (3 credits)***

Spring 2014 (Jan. 21 – May 14)

4:30 – 7:10 pm/Mondays

Robinson Hall RB 120

**Professor:** Dr. Audra Parker

**Office Hours:** By appointment; Skype appointments can also be made (**skype ID:** audraparker)

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**COURSE DESCRIPTION:**

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

B. **University Catalog Course Description:** Introduction to general methods of teaching in elementary schools focusing on planning, teaching strategies, management, assessment, and differentiation.

C. **Expanded Course Description:** N/A

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a) Identify and discuss the essential attributes of the effective teacher for the 21<sup>st</sup> century. (INTASC 9)
- b) Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
- c) Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling). (INTASC 7)
- d) Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)
- e) 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 3)
- f) Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6)

- g) 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 8)
- h) 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 1, 2, 3, 4, 8)
- i) 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)

## PROFESSIONAL STANDARDS:

### [INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the

effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

#### ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

#### **The Virginia State Teacher Education Licensure Regulations for Elementary Education:**

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.

- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

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

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

**Virginia State Technology Standards for Instructional Personnel:**

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

**NATURE OF THE COURSE:**

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities.

**REQUIRED TEXTS:**

Herrell, A. L., Jordan, M. L., & Eby, J. W. (2013). Teaching in the elementary school: A reflective action approach. (6th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Evertson, C. M., Emmer, E. T. (2013). Classroom management for elementary teachers. (9th Ed.) Boston: Pearson, Allyn & Bacon.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

\*\*Additional selected readings will be posted on Blackboard.

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. Assignment Descriptions

#### *Weekly Reflections (5 pts. per week/65 pts. total)*

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. Therefore, it is expected that you complete the following each week:

- a) You will **analyze the readings in terms of your prior learning, personal experiences, field experiences, and other readings**. It is expected that you employ active reading strategies by using the reflection approach of your choice. Several options for reflection will be explored in class during the first weeks of the semester. Then you will select your preferred mode and continue your reflections in this manner for the remainder of the semester on a blog site (*2pts/week*).
- b) Given the “Information Age”, teachers have excessive amounts of information that the Internet makes easily and immediately accessible. Therefore, access to information no longer remains difficult; rather, identifying relevant and credible information has become difficult. So you will be required to **locate at least 1 Internet resource** (i.e. websites, organizational and personal blogs, etc.) that relate to your assigned book and article selections every week. These resources should be explicitly referred to within your blog posting along with an evaluation of the resources content and how the resource specifically relates to the readings and/or your future teaching (*2 pts/week*). Further, you need to sign up for a social bookmarking site to catalogue all the internet resources you find. You may use social bookmarking sites such as Diigo, Delicious, Evernote, or Google Chrome. Time during one class will be devoted to sharing your resources via your social bookmarking site (*1 pt/week*).

In addition, your blog postings:

- c) must be completed before the class period begins.
- d) must include the date of posting
- e) should be brief, yet thoughtful, and demonstrate genuine consideration of the text.
- f) should also attempt to connect across readings/entries and field experiences
- g) should be accessible during each class session.

#### *Post Class Thoughts (5 pts. per week/70 pts. total)*

At the end of each class, you are expected to complete a brief description of your post class thoughts. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

*Attendance and Participation Expectations (5 pts. per week)*

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

*Lesson Plans (20 pts. each/60 points total)*

You will write three lesson plans using the GMU lesson plan format provided in class. After study of the Virginia Standards of Learning curriculum used in Virginia public schools, you will choose one content area and standard of your choice to focus all three lesson plans on for this assignment. Your first lesson plan will follow a direct instruction model. It is due **March 3 to Bb** (bring a copy to class as well). Your second lesson plan will follow another instructional model of your choice and will be due **March 17 to Bb**. Also bring a copy to class as well. Finally, your third lesson plan will be a further revision of your previous ones along with an incorporation of an instructional strategy discussed in class. It is due **March 24 to Bb**. More information regarding each lesson plan will be provided in class.

*Field Observation Reports.*

Students will observe in network schools throughout the semester. There are specific observations to complete. These will then be compiled into a field observation report and reflections (with citations) will be added for each. The specific observations and items to observe will be handed out in class but will include:

- i. context and layout of the classroom, teacher's philosophy and instructional style;
- ii. two lesson observations (one each on mathematics, social studies, or science), and
- iii. two on management (one a macro view of the classroom's *routines and rules* and one a micro view of *behavior management and guidance strategies for students*). (Outcomes A-I)

This assignment will be the designated PBA for the course.

## 2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
A-I	Reflections & Resources Blog	65 points	weekly
A-I	Weekly Participation	<u>70 points</u>	<u>weekly</u>
A-I	Weekly Post Class Thoughts	<u>70 points</u>	<u>weekly</u>
B, C, G, H, I	Lesson Plans	(20pts each/60 pts total)	March 3, 17, & 24
A-I	Field Observation Reports*	80	Part 1: April 14 Part 3: April 28 Part 2: May 5  Bb upload of entire PBA: May 5

\*Designated performance-based assessment

Total points possible: 345

## 3. GRADING POLICIES

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

*\*Remember: A course grade less than B requires that you retake the course.*

## 4. OTHER EXPECTATIONS

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

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

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by midnight (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the PBA which is to be submitted to **Taskstream** as well as Blackboard. You must name your file in the following way:

- Yourlastname\_assignment
  - For example, for the lesson plan assignment, mine would be: parker\_lesson plan 1
- **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

## 5. Performance-based assessments

- *Field Observation Reports.*  
Students will observe in network schools throughout the semester. There are specific observations to complete. These will then be compiled into a field observation report and reflections (with citations) will be added for each. The specific observations and items to observe will be handed out in class but will include:
  - i. context and layout of the classroom, teacher’s philosophy and instructional style;
  - ii. two lesson observations (one each on mathematics, social studies, or science), and
  - iii. two on management (one a macro view of the classroom’s *routines and rules* and one a micro view of *behavior management and guidance strategies for students*). (Outcomes A-I)

This assignment will be the designated PBA for the course.

## TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 544: Field Observation Reports) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c) 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.



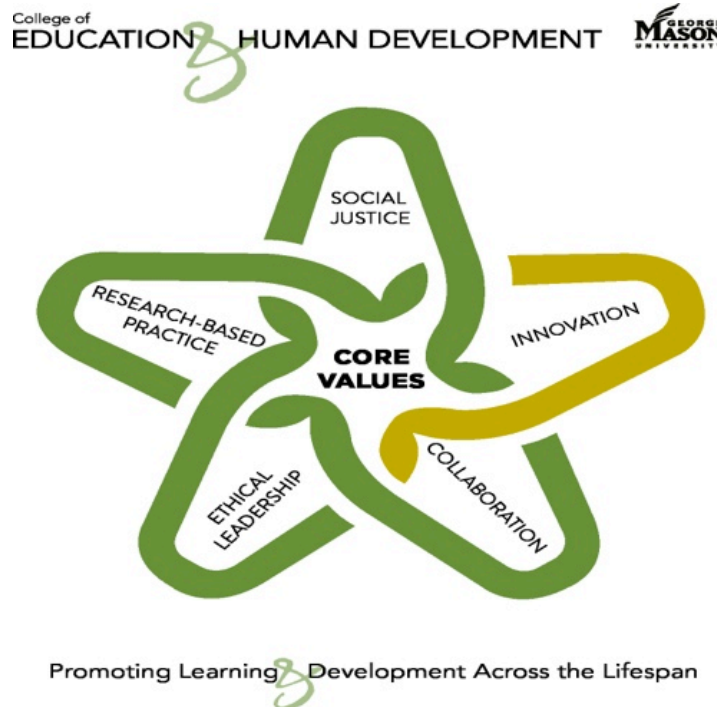
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e) 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/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) 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/>].

### PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

### CORE VALUES COMMITMENT

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



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**COURSE SCHEDULE:**

- *Instructor reserves the right to adjust syllabus throughout the semester*

<b>DATE</b>	<b>Topic/Guiding Questions</b>	<b>Assignments Due</b>
<b>Class One</b>  <b>Jan. 27</b>	Learners <ul style="list-style-type: none"> <li>• How do I get to know my students?</li> <li>• In what ways do learner differences inform planning and management in elementary school classrooms.</li> </ul>	READINGS: Herrell Ch. 5 (pgs. 114-129) Bb Readings  ASSIGNMENTS: Reading Reflection 1
<b>Class Two</b>  <b>Feb. 3</b>	Unit Planning <ul style="list-style-type: none"> <li>• How does the bigger picture drive my individual lessons?</li> <li>• What is the relationship b/t standards and lesson planning?</li> </ul>	READINGS: Herrell Ch. 4 (pgs. TBD) Bb Readings  ASSIGNMENTS: Reading Reflection 2  Bring to class access to Virginia’s Standards of Learning for K-6 ( <a href="http://www.pen.k12.va.us">http://www.pen.k12.va.us</a> )
<b>Class Three</b>  <b>Feb. 10</b>	Lesson Planning <ul style="list-style-type: none"> <li>• How do we plan for students’ diverse needs? (differentiating instruction)</li> <li>• What are the key aspects of writing objectives?</li> </ul>	READ: Herrell Ch. 3, pgs. 54-61 Evertson Ch. 6 Bb Readings  ASSIGNMENTS: Reading Reflection 3
<b>Class Four</b>  <b>Feb. 17 (online)</b>	Lesson Planning cont. <ul style="list-style-type: none"> <li>• How do I plan engaging, effective instruction?</li> <li>• How do we plan for students’ diverse needs? (differentiating instruction)</li> <li>• How are management and planning connected?</li> </ul>	READINGS: Herrell, Ch. 6 (pgs. 146-158) Evertson Ch. 6 (pgs. 102-114) Bb Readings  ASSIGNMENTS: Reading Reflection 4
<b>Class Five</b>  <b>Feb. 24</b>	Lesson Planning cont. <ul style="list-style-type: none"> <li>• What are the key elements of an effective lesson plan?</li> </ul>	READINGS: Herrell, Ch. 3, pgs. 61-81. Herrell Ch. 6, pgs. 142-146 Evertson, p. 114-120 Bb Readings  ASSIGNMENTS: Reading Reflection 5

<b>Class Six</b>  <b>Mar 3.</b>	Lesson Planning cont...  <ul style="list-style-type: none"> <li>How do I incorporate a variety of instructional approaches to lesson planning ?</li> </ul>	READINGS: Herrell, Ch. 7, pgs. 163-173 Bb Readings  ASSIGNMENTS: Reading Reflection 6 and Lesson Plan 1
<b>Spring Break</b>  <b>March 10</b>	SPRING BREAK	SPRING BREAK
<b>Class Seven</b>  <b>March 17</b>	Lesson Planning cont...  <ul style="list-style-type: none"> <li>How do I incorporate a variety of instructional approaches to lesson planning</li> </ul>	READINGS: Herrell, Ch. 7, pgs. 173-179 Evertson Ch. 7, pgs. 126-142 Bb Readings  ASSIGNMENTS: Reading Reflection 7 and Lesson Plan 2
<b>Class Eight</b>  <b>March 24</b>	Lesson Planning cont...  <ul style="list-style-type: none"> <li>How do I incorporate a variety of instructional approaches to lesson planning</li> </ul>	READINGS: Herrell Ch. 8, pgs. 186-198 Herrell Ch. 9, pgs. 205-219 Bb Readings  ASSIGNMENTS: Reading Reflection 8 and Lesson Plan 3
<b>Class Nine</b>  <b>March 31</b>	Assessment of learning <ul style="list-style-type: none"> <li>How and when do I assess?</li> <li>What are the various methods of assessment</li> </ul>	READINGS: Herrell Ch. 10 Bb Readings  ASSIGNMENTS: Reading Reflection 9
<b>Class Ten</b>  <b>April 7</b>	Classroom Management <ul style="list-style-type: none"> <li>What is classroom management and how is it different than discipline?</li> <li>What are the philosophical differences related to discipline?</li> <li>How do you set up your classroom?</li> </ul>	READINGS: Evertson, Ch. 1 and 2 Herrell Ch. 2 (pgs. 27-46) Bb Readings  ASSIGNMENTS: Reading Reflection 10
<b>Class Eleven</b>  <b>April 14</b>	Establishing the climate <ul style="list-style-type: none"> <li>What role do rules and procedures play in the classroom?</li> <li>How and why does environment matter?</li> <li>How do your students affect management?</li> <li>What is culturally responsive classroom management?</li> </ul>	READINGS: Evertson, Ch. 3 and 4 Bb Readings  ASSIGNMENTS: Reading Reflection 11 and PBA Part 1

<b>Class Twelve</b>  <b>April 21</b>	Maintaining the climate <ul style="list-style-type: none"> <li>• How do I address inappropriate behaviors</li> </ul>	READINGS: Evertson Ch. 8, 10 BB Readings  ASSIGNMENTS: Reading Reflection 12
<b>Class Thirteen</b>  <b>April 28</b>	Addressing challenging/unfamiliar behaviors <ul style="list-style-type: none"> <li>• How do I manage the classroom for all students' success</li> </ul>	READINGS: Evertson Ch. 11 BB Readings  ASSIGNMENTS: Reading Reflection 13 and PBA Part 3
<b>Class Fourteen</b>  <b>May 5</b>	Working with partners <ul style="list-style-type: none"> <li>• Role of families</li> <li>• Role of teachers</li> <li>• Role of school community</li> </ul> Self-Reflection <ul style="list-style-type: none"> <li>• Examination of strengths/weaknesses</li> <li>• Action steps</li> </ul>	READINGS: Herrell Ch. 11 and Ch. 12 Evertson Ch. 9, pgs. 163-177 Bb readings: parental/family involvement  ASSIGNMENTS: Reading Reflection 14 and PBA Part 2

**Field Observation Reports (PBA):**

Total_____/40 pts	<b>Beginning (not met) 2</b>	<b>Developing (not met) 4</b>	<b>Proficient (met) 6</b>	<b>Distinguished (met) 8</b>
INTASC 5, ACEI 3.4, 3.5 (motivation/behavior) Context, description and layout of classroom	Limited description, missing components,	Components named without details. Minimal reflection and connection to course content.	Some level of descriptions, beginning analysis, and some reflection on benefits or challenges of impact. General connections to course content.	Detailed descriptions, analysis, and reflection on benefits or challenges of impact. Specific connections to course content.
INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning) Lesson 1	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
INTASC 3,4,7; ACEI 1, 3.2, 3.3 (Diversity, instructional strategies, planning) Lesson 2	Key areas not addressed, superficial understanding of the lesson	Most components of lesson plan identified, little analysis of strengths for whole group or individuals. Minimal connections to course content.	All components of lesson plan identified, beginning analysis of strengths of lesson; some discussion of differentiation. General connections to course content.	All components of lesson plan identified and described in detail, deep analysis of strengths of lesson; differentiation discussed thoroughly. Specific connections to course content.
INTASC 5; ACEI 1, 3.4, 3.5 Macro Management (routines and rules)	Failed to identify or describe required rules and routines	Identified some routines and rules. Failed to give adequate examples and reflections. Minimal connections to course content.	Identified rules and routines. Gave examples. Comprehensive reflections. General connections to course content.	Clearly identified routines and rules with detailed examples and in depth reflections. Specific connections to course content.
INTASC 5 ACEI 1, 3.4, 3.5 Micro Management (behavior management and guidance)	Failed to identify or describe required behavior management /guidance	Identified some behavior management and guidance techniques. Reflection cursory. Minimal connections to course content.	Identified behavior management/ guidance techniques with examples. Gave comprehensive reflections. General connections to course content.	Clearly identified behavior management and guidance techniques with detailed and in depth reflections and examples. Specific connections to course content.