

**George Mason University**  
**Graduate School of Education**  
**EDCI 567.001, Fall 2014**  
**Teaching Social Studies in the Secondary School (3cr.)**



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**Co-Requisite: 15 hours school-based clinical field experience**

**Course Description:**

EDCI 567 is a face-to-face course designed to help preservice teachers develop a repertoire of history/social studies teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on elements of historical thinking, higher-order thinking skills in social studies, standards-based instruction with an emphasis on backwards planning for instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the *Standards of Learning for Virginia Public Schools* and *National Curriculum Standards for Social Studies* and as outlined by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), the National Council for the Social Studies (NCSS), and the Interstate New Teacher Assessment and Support Consortium (InTASC). Course topics will include pedagogical methods for social studies in the 21<sup>st</sup> century, the development of an effective learning environment, assessment, and addressing current issues facing the secondary history/social studies teachers.

### **Course Objectives:**

After completing EDCI 567, candidates will be able to:

- Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage civic- and international-mindedness; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I
- Use evidence-based principles including, elements of Understanding by Design and the C3 Framework to develop a lesson plan that includes a broad range of instructional strategies focused on National Council for the Social Studies (NCSS) Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, II, IV, VII
- Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCH-BASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII
- Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III
- Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI
- Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with me.

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

- **Exceptionalities:** 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/>].

**Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> <<http://universitypolicy.gmu.edu/1301gen.html>>]

- **Email:** 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 Mason email accounts.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.

### **Dispositions**

Students are expected to exhibit professional behavior and dispositions.

See <http://cehd.gmu.edu/teacher/professional-disposition> for a listing of these dispositions. The Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

#### **Commitment to the profession**

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

#### **Commitment to honoring professional ethical standards**

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

### **Commitment to key elements of professional practice**

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

### **Commitment to being a member of a learning community**

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

### **Commitment to democratic values and social justice**

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

Please note that:

o “Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”

(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

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

### **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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- For additional information on George Mason University’s religious holiday calendar, please visit the website, <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>

### **Required Texts and Resources**

- ◆ *Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment and Classroom Management*, by Bruce E. Larson and Timothy A. Keiper. Routledge Press (2011) (ISBN 978-0-415-87706-0)
- ◆ *Reading Like a Historian*, by S. Wineburg, D. Martin & C. Monte Sano (2012) (ISBN 9780807754030)
- ◆ *A People’s History for the Classroom*, by Bill Bigelow. Rethinking Schools (2008). ISBN: 978-0-942961-39-3) (Found on Blackboard)

Additionally, you will be assigned (and expected to purchase or rent) one additional book from the following list of four and perform a jig saw presentation activity (45 mins-1 hour) in which each class member assigned to the same book will form a group of experts to present the material to the rest of class, highlighting the following:

- Book theme(s)
- Author’s thesis
- Implications for the secondary history/social studies classroom

- ◆ 1. *Historical Thinking and other Unnatural Acts: Charting the Future of Teaching the Past*, by Sam Wineburg. (2001) ISBN: 978-1566398565
- ◆ 2. *Teaching History with Museums: Strategies for K-12 Social Studies*, by Alan S. Marcus, Jeremy D. Stoddard and Walter W. Woodward, (2011). ISBN: 978-0415891653
- ◆ 3. *Teaching History with Film: Strategies for Secondary Social Studies* by Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton and Jeremy D. Stoddard (2010). ISBN: 978-0415999564
- ◆ 4. *Let the Music Play!! Harnessing the Power of Music for History and Social Studies Classrooms*, by Anthony Pellegrino and Christopher Dean Lee (2012). ISBN: 978-1-61735-794-7

The following supplemental course materials are available on our course Blackboard site or at the URL provided

- ◆ *Thinking History* by Peter Stearns, found in Student Resources folder in course Blackboard site, or at <http://www.historians.org/pubs/free/WhyStudyHistory.htm>
- ◆ *History: From learning narratives to thinking historically* by Keith C. Barton, found in Student Resources folder in course Blackboard site
- ◆ *Understanding by Design Framework White Paper* by Jay McTighe and Grant Wiggins. Available at [http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- ◆ *NCATE Unit Standards* These are available on-line at: [curriculumreview.asb-wiki.wikispaces.net/file/.../Rubric+for+Unit+Design.pdf](http://curriculumreview.asb-wiki.wikispaces.net/file/view/.../Rubric+for+Unit+Design.pdf)
- ◆ *National Standards for History*. These are available on-line at: [http://nchs.ucla.edu/standards/NationalStandardsforSocialStudies\(summaries\)](http://nchs.ucla.edu/standards/NationalStandardsforSocialStudies(summaries))—These are available on-line at: <http://www.socialstudies.org/standards/execsummary>
- ◆ *VDOE- Curriculum Framework for History and Social Science* (at least one grade level)—This may be downloaded and printed from the Virginia Department of Education website. [http://www.doe.virginia.gov/testing/sol/standards\\_docs/history\\_socialscience/index.shtml#sol](http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml#sol)

**\*Additional readings will be also given throughout the semester on topics of discussion.**

#### **Course Assessments and Requirements:**

- Fifteen hours of clinical experience are required.
- As a person going into a profession with multiple demands and time requirements, it is expected that you will fulfill classroom responsibilities in a professional and timely manner.
- Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly.
- All submitted assignments must follow APA (6<sup>th</sup> edition) formatting. Short of purchasing the current APA Publication Manual, you may also find various online resources to assist you in appropriate formatting (see Purdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)

- Assignments are submitted via the course Blackboard website. Please be sure you have login access and an understanding of how to properly submit assignments.
- Blackboard log-in found at <http://mymason.gmu.edu> (user name and password same as GMU email)
  - Once you are logged-in, you can navigate to assignments, mail and so on from the toolbar located on the left side of the page. The homepage includes syllabus, student resources and class notes (uploaded as topics are discussed)

## **TASKSTREAM REQUIREMENTS**

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). In this course, the performance-based assessment is the **Lesson Plan**. 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.

### **Specific Assignments:**

- 30%-Two Reflection Papers (15% each): Each reflection paper should be approximately 2-3 pages in length.
1. *Thinking Globally/Thinking Historically*: Read the monographs by Drs. Stearns, Barton, Hanvey, Case and Merryfield. Synthesize the information presented and write an essay reflecting the impact these frameworks work may have on you as a classroom teacher in history/social studies working in a time in which people are becoming increasingly connected. You might, for example, indicate how Barton's notions of 'Perspective,' "Agency," and "Interpretation of Evidence" work to harness social studies from a global perspective. Alternatively, you might focus on the global perspective monographs from Hanvey, Case and Merryfield to inform how historical thinking must be attentive to internationalization. Be sure to also include specific ways that the authors' assertions might affect your instruction.
  2. History/Social Studies and Technology: Review of The Center for History and New Media, TeachingHistory.org and other effective social studies websites (of your choosing) to find artifacts, ideas and strategies you might use in your instruction. In this review, include the national (NCSS) and state (SOL) standard(s) and objective(s) that the artifacts from website meets. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible while adhering to the three-page assignment limit (appendices including screen shots are welcome and do not count toward page limit).

Note: We have been invited to volunteer at the annual Virginia social studies conference (VCSSSCE) held on Friday October 23, 2014 in Tyson's Corner. If you elect to participate in the conference, you will not be required to complete the second reflection paper. You will, however, be asked to obtain evidence of your participation and write a brief synopsis of at least two sessions you attended.

- 10% Jig Saw Presentation Activity: For this assignment, you will be assigned one of the four books listed above. You, and those also assigned that particular book, will form a(n) (expert) group to discuss the content of the book and share your findings to the rest of the class. Beginning about week five, each of the four groups will have up to one hour (45 minutes minimum) to present the theme(s), author's thesis and implications for practice to your course-mates. You have much leeway in terms of how you choose to present your findings, and are encouraged to find creative ways to do so. You will be assessed on your group's ability to

synthesize the author's assertions (themes and thesis), present authentic classroom implications for the ideas presented therein, and the general cohesiveness, creativity and potency of your presentation. The rubric for this presentation can be found on our course Blackboard website.

- 10% Instructional Strategies Group Project/Debate: For this assignment, you will work with a group to research and support one basic instructional strategy. On the due date of this assignment, your group will present its findings and advocate for your instructional strategy as viable and effective for use in secondary social studies classrooms and specifically working with diverse learners. Additionally, focus on assessment strategies most common with this type of instructional style and any special pedagogical and content-related skills needed to teach in this way. The following instructional strategies will be topics for investigation:
  - Direct Instruction
  - Cooperative Learning
  - Inquiry-Based Instruction
  
- 35%–Lesson Plan (Lesson Plan (20%), Presentation (5%) /Lesson Plan Reflection Paper (10%) This one class period (90 minute) lesson will focus on **NCSS Theme VII, Production, Consumption and Distribution with attention to international, national and/or local connections among systems.** The lesson must adhere to the format reviewed in class and must address the elements of the lesson plan rubric. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. In addition to adhering to all of the elements found within the lesson plan rubric found on the Blackboard course website, the candidate should also be prepared to:
  - ◆ share with the class a 10 minute summary **presentation**/sample activity of your lesson (5%)
  - ◆ distribute a brief summary handout of your lesson to each class member
  - ◆ complete the **Lesson Plan Reflection Paper**: (approximately 1-2 pages). Your task for this portion of the assignment is to reflect upon your lesson plan after you have developed and reviewed it with your course-mates. In your reflection, consider the effectiveness of your lesson in terms of your content knowledge, active learning strategies and assessment strategies. Identify elements of instruction and planning you have learned and areas you feel are in need of further development. (10%)

***Please review the Lesson Plan Rubric found on the Blackboard course website for assessment details.***

➤ 10%-**Clinical experience documentation assignment**

**General:** For this class, you are required to spend at least fifteen hours observing secondary history/social studies students and teachers. Although you are only required to “observe” during this clinical experience, you are encouraged to seek a more active role in the classroom as appropriate. You may, for example, make it known to the mentor teacher that you are willing to work with small groups of students, lead a class discussion or introduce a lesson. You may also find you need to informally interview a student(s) or teacher to gain deeper insights into your observations.

**Registration and Placement:** Upon your registration for clinical experience (link sent to you via Mason email), you will be placed in a secondary school. You must not take on the task of placing yourself unless obtaining explicit permission from our Clinical Practices Office and me. Once you complete your registration, you will be contacted by Mason staff to inform you of your placement and provide you with instructions to initiate contact. Once you have your school contact **schedule your observations as soon as possible!**



**Assignment Expectations:** For your field experiences in this course, I ask that you focus on three broad areas: the learning environment, the students, and the presentation of content. The expectation is that you will observe several different teachers during your experience if at all possible. This will allow you to draw comparisons and tease out connections you see between the topics we discuss in class and how those manifest in 6-12 classrooms. For this assignment, you are required to document **at least three “critical incidents”** you observe (or are a part of) and address the corresponding extension questions on the “Critical Incidents” form.

For one critical incident, I ask that you look to the school’s demographics and School Improvement Plan (SIP) data. Use these data as a point of comparison with your observations. Is the classroom teacher effectively implementing the SIP? How is the learning environment you have observed facilitating student learning? A second critical incident should involve an individual or a small group of students you elect to observe (and talk to) specifically. To what extent are these students engaged? What is making this so? How does the learning environment you observed support or impede their achievement? And finally, your third critical incident should focus on presentation of content. How does the teacher frame his/her practice? How is this evident in his/her lessons? These three “critical incidents” forms will be submitted to the MyMason/Blackboard course website along with a signed and completed log of hours document. See appendices to this syllabus for details and specific forms. See MyMason for due date.

- 5%-Effective Learning Environment/Classroom management plan – Your effective learning environment/classroom management plan is an activity to foster consideration about how you intend to handle rules and procedures in your classroom. As such, your management plan should include the following information:
  - ◆ the physical layout of the room
  - ◆ what a person will see when he or she walks into your room
  - ◆ how you will handle absences, late work, and make-up work
  - ◆ what your grading policy is and how you will manage it
  - ◆ what your discipline policy is (complete with classroom rules intended for display)
  - ◆ how you will handle student communication
  - ◆ how you will handle parent communication

**Grading Scale:**

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82 points

<80 points: unsatisfactory

## Course Overview

<b>Assignment</b>	<b>Due</b>	<b>Point Value</b>	<b>Percentile</b>
Reading Reflection Papers	Week 4 Week 9	30 Total	30 Total
Classroom Management Plan	Week 6	5	5
Jig Saw Presentations	Week 5 (books 1 & 2) Week 7 (books 3 & 4)	10	10
Instructional Strategies Group Project/Debate	Week 10	10	10
Lesson Plan	Week 14 Week 16, Lesson Plan Reflection Paper	20 15	20 15
Clinical Experience Documentation	Week 16	10	10
		Total: 100 points	Total: 100%

### ***Tentative Course Schedule:***

<b>Topics</b>	<b>Date</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Course Introduction Syllabus Review Teaching and learning for a connected world (mediated perception activity) Introductory Lesson Planning Research plan overview/survey	August 26	UN Declaration of Human Rights (on Bb)	None
A social studies framework and international mindedness connections Global Interconnectedness	September 2	~ <i>An Attainable Global Perspective</i> Robert Hanvey (1976/2005) ~ <i>Scaffolding Social Studies for Global Awareness</i> by Merry Merryfield (2008) ~ <i>Key Elements of a Global Perspective</i> , By Roland Case (1993) ~ <i>Historical Narratives</i> By Keith Barton (2011)	None
Current Events in Global Education wrap-up Why study history? The break (and connection) between history and social studies	September 9	~Chapter 1 in Larson and Keiper ~ <i>Why Study History?</i> Peter Stearns (1993) ~Columbus Day: 1892, Not 1492 Lesson in	None

		<i>Reading Like a Historian</i> ~ <i>Teaching Historical Thinking</i> by Seixas & Peck	
The Learning Environment, classroom rules and procedures in history/social studies Review "Seventy-three suggestions" inventory  Preparation for Field Experience	September 16	~ <i>Classroom Management: Seventy-three suggestions...</i> by Brainard ~Chapters 3 and 4 in Larson and Keiper ~ <i>A People's History: through U.S.-Mexico War Tea Party</i>	Reflection one
Jig Saw Group Presentation 1 (Books 1 & 2)	September 23	None	Jig Saw Presentations, Groups 1 & 2
Population Connection Presentation (Carol Bliese)  Social Studies Lesson Planning from assessment to anticipatory set (backwards design) and teaching diverse learners  World history lesson & assessment activity: Phoenicians (van Hover)	September 30	~Chapters 2, 5 and 6 in Larson and Keiper ~ <i>Understanding by Design framework</i> by McTighe and Wiggins ~ <i>A People's History: through Whose Terrorism?</i> ~Did Pocahontas Rescue John Smith? in <i>Reading Like a Historian</i> ~ <i>Tips for Teaching (Diverse Learners)</i>	Classroom Management Plan
Jig Saw Group Presentation 2 (Books 3 & 4)	October 7	None	Jig Saw Group Presentation 2 (Books 3 & 4)
<b>Columbus Day, No Class Meeting</b>	<b>October 14</b>	<b>None</b>	<b>None</b>
Technology and the Social Studies: Center for History and New Media and other Web-based resources	October 21	~ <i>But Mine's Better; Teaching History in a Remix Culture</i> By Kelley, ~ <i>Flipping the Script</i> by Finkel	Refection two
GROUP PROJECT DEBATE....COOPERATIVE LEARNING, DIRECT INSTRUCTION, INQUIRY-BASED SOCIAL STUDIES	October 28	~Chapter 7 in Larson and Keiper	GROUP PROJECT DUE...STUDENT DEBATE
Instructional strategies debriefing Assessment in Social Studies	November 4	~Chapter 8 in Larson and Keiper And Various Resources Related to your Lesson Plan including local (FCPS), state and national standards Reich, White Paper on Authentic Assessment	None

Guest Speaker, Dr. Peggy Weiss, SPED	November 11	<i>Exceptional Learners: An Introduction to Special Education</i> , by Hallahan, Kauffman, & Pullen	None
Guest Speakers...internship and mentor teacher	November 18	~Chapters 9 and 11 in Larson and Keiper	None
Teaching Controversial Issues Structured Academic Controversy Classroom discussion, debate and deliberation Begin Lesson Plan Presentations	November 25	~Chapter 10 in Larson and Keiper	Lesson Plan Lesson Plan Presentations
Lesson Plan Presentations	December 2	None	Lesson Plan Presentations
Final Exam Week: No class meeting	December 10-17	None	Clinical Experience Documentation Lesson Plan Reflection Paper

**Appendix A  
Clinical Experience Hours/Activities Log**

*Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log and daily track dates, activities, and hours. You must complete a minimum of 15 hours of clinical experience, all of which must involve classroom observations and may involve interactions with individual students and small and large groups of students. Hours will ideally begin prior to mid-semester, and observations should be spread across approximately 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Pellegrino via Blackboard.*

GMU Student: \_\_\_\_\_

Mentor Teacher/School: \_\_\_\_\_

Subject Area/Grades: \_\_\_\_\_

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

GMU Student Name/Date \_\_\_\_\_

GMU Student Signature/Date \_\_\_\_\_

Mentor Teacher Name/Date \_\_\_\_\_

Mentor Teacher Signature/Date \_\_\_\_\_

## Appendix B

### Critical Incidents Reflection Form

Name \_\_\_\_\_

Date \_\_\_\_\_

Area of Focus for this Critical Incident:    Learning Environment    Students    Presentation of Content

<p><b><u>Critical Incident</u></b> Describe the activity or practice as it relates to the area of focus for this critical incident.</p>	
<p><b><u>Burning Issues/Questions</u></b> What issues or concerns can you identify based on your critical incident? What new questions emerge as a result?</p>	
<p><b><u>Evidence Based Practice</u></b> What activities, assignments, or strategies can you identify as particularly significant for this critical incident?</p>	

## **Appendix C**

### **Field Experience Guidelines**

*The following suggested field experience activities are designed to help you prepare for completing your Critical Incidents Reflection Form where you will be expected to analyze teaching styles and classroom management preferences. Within the constraints of school calendars and mentor teacher instructional styles, make a concerted effort to follow these guidelines.*

- 1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- 2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- 3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- 4) Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- 5) Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- 7) Talk with the mentor teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- 8) Talk with the mentor teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- 9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.
- 10) Work with small groups of students as directed by your mentor. Reflect on your practice and your perception of the students’ learning and engagement.

*Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our class. All proper names should be omitted from your reflections and other documentation shared with our class.*

**Appendix D**  
**Clinical Experience Letter**



College of Education and Human Development

4400 University Drive, Robinson A 320, MS 4B3  
Fairfax, Virginia 22030  
Phone: 703-993-5253

Dear educator:

My name is Anthony Pellegrino, I am assistant professor of secondary education at George Mason University, and I write as the instructor for EDCI 567, “Teaching History/ Social Studies in Secondary Schools.” This course is taken by future secondary (grades 6-12) teachers, and as a part of the course these “teacher candidates” are required to complete 15 hours of clinical experience in grades 6-12. Specifically, candidates are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the candidate bearing this letter might complete these 15 hours of clinical experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 567 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with the teaching of history/ social studies in secondary schools. For most of the Mason students in this course, this is one of their first education courses and their first focusing on methods instruction. Thus, they will likely have widely varying levels of experience working with adolescents and young adults.

For this clinical experience, candidates are required to complete field notes of their observations and synthesize these into an reflective artifact that helps them explicate teaching and learning in secondary social studies. It should be noted that while we hope these 15 hours might include some direct work with 6-12 students, we understand that this is sometimes not possible, therefore candidates may complete requirements of my course through observation alone. Specific expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies related to history/social studies instruction.
- These 15 hours will ideally involve interaction with students, with direct and indirect supervision by you or another licensed teacher
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, assess assignments including papers or tests, and so on. The level of interaction is left up to you, the classroom teacher.

**Please contact me with any questions you might have about this experience, and thank you for your support of this Mason teacher candidate and her/his development as a future educator.**

Sincerely,  
**Anthony Pellegrino, PhD**  
George Mason University  
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**SECONDARY EDUCATION PROGRAM**  
**Performance Based Assessment**  
**Complete Lesson Plan**

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Title of Class: \_\_\_\_\_ Class Level: \_\_\_\_\_

**I. Objectives**

- State what students will know and be able to do as a result of this lesson.
  - Include cognitive and affective objectives

**II. Standards**

- List national theme(s) covered in the lesson
  - **NCSS Theme 7: Production, Distribution, and Consumption**
- List state standards covered in the lesson

**III. Resources and Materials**

- List the texts, equipment, resources, and other materials to be used by the students, including primary source materials and artifacts.
- List the materials, including equipment or tools, used by the teacher in presenting the lesson. Notes about assembling materials, contacting outside guests, or locating additional resources are included.
- Include all relevant supporting materials and student handouts.

**IV. Learning Activities**

- Activities include introduction, strategies/procedures and closure.
  - Introduction – Procedures for activating prior knowledge and student interest.
  - Instructional strategies/Procedures – What the teachers and students will do.
  - Closure – Describe how the lesson will close.
- Give estimated time for each phase of the experience (introduction, instruction, closure).

**V. Assessment**

- The procedures and criteria that will be used to assess each of the stated objectives.
- Attach copies of any written assessments (tests, quizzes, homework, rubrics).

**VI. Rationale for the Lesson: Describe how you have done the following:**

- Technology integration
- Inherent interdisciplinary nature of the plan
- International, national and/or local connections among economic systems
- Describe extensions or connections to other lessons.
- Differentiation
  - List adaptations that will be made for individual learners (gifted and students with special needs).
  - Include multiple learning modes and accessible to students with different learning strengths.
- Developmentally Appropriate
  - Objectives and activities are appropriate for the intended grade level.

**Performance Based Assessment Rubric–Lesson Plan  
INTASC Standards and NCSS Theme, Seven**

	<b>Distinguished 3</b>	<b>Proficient 2</b>	<b>Developing 1</b>	<b>Unacceptable 0</b>	<b>Score</b>
<b>Standard 7: Objectives</b>	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
<b>Standard 7: Standards and Alignment</b>	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s). Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. Lesson may name many standards instead of focusing on important, key standards. Standards, objectives, procedures and assessment in lesson plan are consistent	Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent. Lesson may not name relevant key standards.	No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent	
<b>Standards 5, 6 &amp; 7: Resources &amp; Teacher-Created Supporting Materials</b>	Resources needed are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. Supporting materials and student handouts are clear, complete, and cogent.. Materials enhance lesson significantly.	Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Many resources needed for lesson are not included in plan. No supporting materials are included.	
<b>Standards 4 &amp; 5: Instructional Activities</b>	Activities include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating.	Activities include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating.	Activities include minimal introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating.	Activities do not include introduction, strategies/ procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating.	
<b>Standard 8: Assessment</b>	Assessment is directly related to objectives and	Assessment is related to objectives and standards.	Assessment is somewhat related to objectives and	Assessment is unrelated to objectives and	

	standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is less accessible for students with certain learning styles and strengths.	standards. Assessment is not appropriate for all students' learning styles and strengths.	standards.	
<b>Standards 4 &amp; 6 Technology Integration</b>	Technology is appropriately integrated, affordances and constraints of technology support learning outcomes.	Some technology is used; it has limited appropriateness for some learners; preview/preplanning is evident in limited manner.	Technology is not appropriately used; technology does not match goals of the lesson; preview/preplanning is not evident.	Use of technology is not evident in the lesson.	
<b>Standard 3: Differentiated Instruction</b>	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. Includes multiple learning modes and accessible to students with different learning strengths.	Lesson includes some differentiated instruction for gifted students and students with special needs. Activities are accessible to students using multiple learning modes.	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. Not accessible to different learning modes and strengths.	No differentiation of instruction is mentioned. No attempt is made to individualize activities for learning styles or strengths.	
<b>Standard 2: Developmentally Appropriate</b>	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level	Some, but not all objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	
<b>NCSS Theme 7, Production, Consumption and Distribution*</b>	Lesson enables students to develop economic perspectives and deep understanding of key economic concepts and processes through study of economic and sociopolitical systems. Students examine domestic and global economic policy options and the connections therein.	Lesson helps students to develop economic perspectives and understand key economic concepts and processes through study of economic and sociopolitical systems. Students examine domestic and global economic policy options and some effort to highlight connections among economic systems is evident.	Lesson attempts to foster economic perspectives, but does not lead to the understanding of key economic concepts and processes, but little effort to highlight connections between economic systems is evident.	Lesson does not foster economic perspectives, and/or does not lead to the understanding of key economic concepts and processes. No effort to highlight connections between economic systems is evident.	
Total					

**\*You are required to demonstrate mastery of NCSS Theme Seven (7) with a score of 2.0 or higher.**

