

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

***EDCI 544 Section 001***  
***Curriculum and Methods of Teaching in Elementary Education***

3 credits/Fall 2017

4:30-7:10 pm, Tuesdays

Innovation Hall Room 129, Fairfax Campus

**Professor:** Dr. Mandy Bean

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

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

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

**Course Overview:** This course examines philosophies of management and planning and the intersection of the two. Teacher candidates will explore a variety of management approaches and begin developing their own management philosophy. In addition, teacher candidates will explore multiple instructional approaches and strategies and use these to design and implement a lesson.

**Course Delivery Method:** This course will be delivered using multiple instructional strategies and formats including face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

**Please note:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

**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; ACEI 1.0)
- C. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling). (INTASC 7; ACEI 3.1)
- D. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5; ACEI 3.4)
- 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; ACEI 3.4)
- F. Understand the importance of using multiple assessments over time and how to choose what assessments to use. (INTASC 6; ACEI 4.0)
- 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; ACEI 3.3)

- 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; ACEI 3.3)
- 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; ACEI 5.1)

### **Professional Standards:**

Upon completion of this course, students will have met the following 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/NCAE 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 2.7: Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **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 3.5 Communication to foster collaboration**—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.
- **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.

### **Required Texts:**

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.
- Denton, P. (2014). *The power of our words: Teacher language that helps children learn*. Turner Falls, MA: Northeast Foundation for Children.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in EDUC 543**)

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

### **Course Performance Evaluation:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Assignment and/or Evaluations:**

#### **Classroom Tour (20 points)—submitted via GoReact**

As part of this class, you will purchase an GoReact license. This will be used throughout the remainder of your courses and in your final internship. A link will be provided in class. For this initial assignment, you will take us on a **2-3 minute** video tour of your field hours classroom. It should include the following components:

- *A descriptive audio/video snapshot of the features of your classroom:*
  - This should include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc.
  - This video will be posted to an *GoReact* ‘exploration’ that will be set up for the assignment.
- *An analysis of your video in GoReact:*

- Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.
- *Reflective posts* on the videos of two partners (assigned in class).

**Lesson Planning Practice 1 & 2 (16 points each) –submitted via hard copy**

A key portion of this class is focused on the principles of instructional planning and strategies that support effective lesson construction. You will complete to ‘practice’ lessons to scaffold your acquisition of this essential skill. The first lesson will use the gradual release approach to instructional planning. The second lesson will use a constructivist approach to instructional planning. Each should begin to incorporate the various strategies that are introduced in class. The key components of each practice lesson plan are:

- 1) *Using your best effort at using the tenets of the planning approach to construct a sample lesson using the standards provided; and turning into Blackboard*
- 2) *A conference with and/or email from Dr. Bean to discuss feedback on the plan*
- 3) *A revision to the plan that incorporates feedback (if necessary)*

**Elementary Lesson Planning Assessment (68 points)—submitted via Blackboard/TK20**

***Part 1: Using Developmental Characteristics to Design Instruction (12 points)***

Using systematic observations, you will develop a comprehensive picture of the students in your field hours classroom. You will identify and describe the cognitive, social, behavioral, and emotional needs of your students and apply your understandings to instructional planning. You will use your knowledge of child development to rationalize each aspect of your instructional plan. This written summary will include the following components:

- Classroom/school/community demographics and implications for planning/instruction/management
- Summary of students’ developmental needs (eg-cognitive, social, emotional, behavioral) based on field observations and implications for planning/instruction/management
- A rationale for the lesson plan and why specific instructional decisions were included.

***Part 2: Elementary Lesson Planning (40 points) This is PBA #2 for EDCI 544.***

The purpose of this performance-based assessment is to provide you an opportunity to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. In your lesson, you will purposefully plan instruction using your understanding of the developmental needs of students in your observation classroom.

The lesson plan will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. *Careful attention should be paid to designing lessons that balance teacher instruction with student engagement in learning activities. Further, each plan should consider the needs of individual students and incorporate activities that address students’ basic competencies and scaffold their understand to more complex understandings.* As elementary teacher candidates, your plans should also include evidence of open-ended questioning.

***Part 3: Implementing Lessons in Elementary Classrooms (16 points)***

You will teach the lesson you planned for Part 2 in your field hours classroom. Using the GoReact video-coding tool, you will record and reflect on your teaching experience with the ‘technical, practical, critical’ framework. Your reflection should also include an analysis of your language and questioning. In addition to reflecting on your own practice, you will also work in a collaborative peer group to reflect/respond via GoReact on group members’ submissions.

**Two Structured Field Reflections (15 points each for 30 points total)**

The purpose of this assignment is to support structured, focused observations in the field and connection these observations to your course readings through critical reflections.

You will turn in two iterations of this assignment. You will write an observation of five of the following items and write an entry of each using the procedure listed below. You may **NOT** repeat, as you need to observe each item. The first set of five reflections is due March 20. The second set of five reflections is due May 1. It is highly recommended that you leave #9 and #10 until after they have been discussed in class. Your Structured Field Reflections should include the following entries:

1. Management/Instructional Beliefs (first entry)
2. Example of building community
3. Learner differences
4. Morning Meeting observation
5. Rules/Norms
6. Challenging Behaviors
7. Classroom Procedures
  - a. Transitions
  - b. Interaction protocols (ex: how they get students' attention, etc.)
8. Working with Parents/Families
9. Teacher Language
10. Two lesson observations
  - o Focus on instructional strategies and instructional approach
  - o Identify elements of effective lessons (hook, modeling, guided practice, etc...)

Each reflective entry should include:

- 1) date/time of the observation
- 2) brief summary/notes
- 3) questions you have
- 4) connections to course readings/discussions
- 5) implications for your beliefs and practices.

### **Other Requirements:**

#### ***Attendance and Participation Expectations***

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.

**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.

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 6th 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 on the due date stated within the syllabus (see below) and should be submitted in the format outlined below. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
A-I	Attendance/Participation	<u>30 points</u>	Weekly
B, C, G, H, I	Lesson Plan Practice	<u>16 points (each)</u>	#1: Sept 26 #2: Nov 7
A, E	Classroom Tour	<u>20 points</u>	Oct 17
B, C, G, H, I	Designing and Implementing Instruction (*Part 2 only)	<u>68 points</u>	Dec 5 (Parts 1 & 2) / Dec 8 (Part 3)
A-I	Elementary Field Reflections	<u>30 points</u>	Oct 24 and Dec 5

There is the possibility to earn 180 points total.

\*Designated performance-based assessment

### Grading Policies

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

### TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 544: Physical ELED Lesson Planning Common Assessment and Rubric (Rev. F17)**)

**Activity Report and Designing and Implementing Instruction**) to Tk20 through ‘*Assessments*’ in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Professional Dispositions:**

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

**CLASS SCHEDULE**

\*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Assignments Due
<b>August 29</b>	<p><b>Introduction to Management and Instruction</b></p> <ul style="list-style-type: none"> <li>• Determine existing beliefs               <ul style="list-style-type: none"> <li>○ Why am I teaching? What do I want to teach?</li> <li>○ What matters in elementary planning and management?</li> </ul> </li> <li>• Build foundation for management and planning               <ul style="list-style-type: none"> <li>○ Seven principles of RC</li> <li>○ Differentiated Instruction</li> </ul> </li> <li>• Community building: Morning meeting; Hopes and Dreams</li> <li>• Strategy of the week – Four Corners</li> </ul>	<p><b>READINGS:</b>            Charney, Ch. 1            Bb: Intro to Planning            Bb: Intro to Differentiated Instruction            Bb: Behavior theorists (jigsaw)            Bb: Morning Meeting            Bb: Instructional Strategy of the Week (Four Corners)</p>
<b>September 5</b>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Understanding your students’ developmental needs</li> </ul> <p><b>Instructional Planning: Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Assessing reading, interest, learning style</li> <li>• Strategy of the week</li> </ul>	<p><b>READINGS:</b>            Charney, Ch. 2            Woods (EDUC 543): age group; physical needs            Bb: Preassessment strategies            Bb: Learning modalities            Bb: Physical activity            Bb: Instructional Strategy of the Week (TBD)</p>
<b>September 12</b>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Classroom Design</li> <li>• Creating and teaching the rules</li> <li>• Hopes and dreams revisited</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>• Lesson Planning and Connection to Unit Planning Intro</li> <li>• Strategy of the week</li> </ul>	<p><b>READINGS:</b>            Charney, Chps. 3 &amp; 4            Bb: Classroom Design            Bb: Intro to Gradual Release (Backward Design)            Bb: Instructional Strategy of the Week (TBD)</p>
<b>September 19</b>	<p><b>Management: Building Community</b></p> <ul style="list-style-type: none"> <li>• Student goals as management tool</li> </ul>	<p><b>READINGS:</b>            Charney, Ch. 5            Bb: Gradual release</p>



	<p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>Objective writing/Bloom's taxonomy</li> <li>Gradual Release</li> <li>Strategy of the week</li> </ul> <p><i>*Set up book clubs for Denton Readings</i></p>	<p>Bb: Objective writing (Blooms)</p> <p>Bb: Instructional Strategy of the Week (TBD)</p>
<p><b>September 26 (ONLINE)</b></p>	<p><b>Management: Teacher Language</b></p> <ul style="list-style-type: none"> <li>The role of teacher language</li> <li>Book Club Meeting 1</li> </ul> <p><b>Instructional Planning: The Basics</b></p> <ul style="list-style-type: none"> <li>Planning practice with gradual release</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS:</b></p> <p>Denton, Chs. 1- 4</p> <p>Bb: Instructional Strategy of the Week (TBD)</p> <p><b>DUE:</b> <i>Lesson Plan Practice #1 (Gradual Release model)</i></p>
<p><b>October 17</b></p>	<p><b>Management: Teacher Language</b></p> <ul style="list-style-type: none"> <li>Book Club Meeting 2</li> </ul> <p><b>Instructional Planning: The Basics</b></p> <ul style="list-style-type: none"> <li>Planning practice with gradual release</li> <li>Accommodations/Modifications</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS:</b></p> <p>Denton, Chs. 5 - 8</p> <p>Bb: Instructional Strategy of the Week (TBD)</p> <p>Bb: Accommodations and modifications</p>
<p><b>October 23 (MONDAY)</b></p>	<p><b>Management: Teacher Language</b></p> <p><b>Instructional Planning: The Basics</b></p> <ul style="list-style-type: none"> <li>Individual lesson planning conferences</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS:</b></p> <p><i>Skim</i> Charney, Chs. 10-12</p> <p>Bb: Instructional Strategy of the Week (TBD)</p> <p><b>DUE:</b></p> <p><i>Classroom Tour</i></p>
<p><b>October 24</b></p>	<p><b>Management: Making the Community Work</b></p> <ul style="list-style-type: none"> <li>Logical consequences</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>Reviewing gradual release</li> <li>Strategy of the week: <b>ARTS INTEGRATION</b></li> </ul>	<p><b>READINGS:</b></p> <p>Charney, Ch. 6</p> <p>Bb: Instructional Strategy of the Week (TBD)</p> <p><b>DUE:</b></p> <p><i>Elementary Field Reflections, Part 1</i></p>
<p><b>October 31</b></p>	<p><b>Management: Making the Community Work</b></p> <ul style="list-style-type: none"> <li>Minor Misbehaviors</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>Constructivist example: Concept attainment</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS:</b></p> <p>Charney, Ch. 7</p> <p>Bb: Concept Attainment</p> <p>Bb: Instructional Strategy of the Week (TBD)</p>
<p><b>November 7</b></p>	<p><b>Management: Making the Community Work</b></p> <ul style="list-style-type: none"> <li>The 5%</li> </ul> <p><b>Instructional Planning:</b></p>	<p><b>READINGS</b></p> <p>Charney, Ch. 8</p> <p>Bb: Instructional Strategy of the Week (TBD)</p>

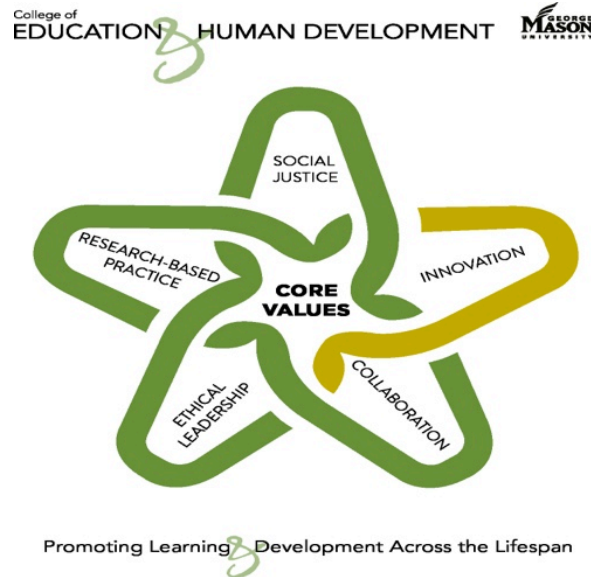
	<ul style="list-style-type: none"> <li>Comparing constructivist learning to direct instruction</li> <li>Strategy of the week</li> </ul>	<b>DUE:</b> <i>Lesson Plan Practice #2 (Constructivist model)</i>
<b>November 14</b>	<p><b>Management: Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>Working together to support the rules</li> </ul> <p><b>Instructional Planning:</b></p> <ul style="list-style-type: none"> <li>Instructional Strategies</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS</b></p> <p>Charney, Ch. 9</p> <p>Bb: Instructional Strategy of the Week</p>
<b>November 21 (ONLINE)</b>	<p><b>Management: Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>Class meetings</li> </ul> <p><b>Instructional Planning: Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Lesson planning with a constructivist mindset</li> <li>Strategy of the week - TBA</li> </ul>	<p><b>READINGS:</b></p> <p>Charney, Ch. 13</p> <p>Bb: Instructional Strategy of the Week (TBD)</p> <p>Bb: Constructivist instructional planning</p>
<b>November 28</b>	<p><b>Management: Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>Contracts</li> <li>Individual conferences</li> </ul> <p><b>Instructional Planning: Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Individual lesson planning conferences</li> <li>Strategy of the week</li> </ul>	<p><b>READINGS:</b></p> <p>Charney, Ch. 14/15</p> <p>Bb: Instructional Strategy of the Week (TBD)</p>
<b>December 5</b>	<p><b>Management: Making the Community Work</b></p> <ul style="list-style-type: none"> <li>Working with parents</li> </ul> <p><b>Management and Instruction:</b></p> <ul style="list-style-type: none"> <li>Why am I teaching? What do I want to teach?</li> <li>What matters in elementary planning and management?</li> </ul>	<p><b>READING:</b></p> <p>Bb: Parent engagement</p> <p>Instructional strategies</p> <p>Bb: Instructional Strategy of the Week</p> <p><b>DUE:</b></p> <p><i>Elementary Lesson Planning Assessment (Parts 1 and 2)</i></p> <p><i>Structured Field Observations:,Part 2 (BRING TO CLASS)</i></p>
		<p><b>DUE:</b></p> <p><i>Elementary Lesson Planning Assessment (Part 3) on Dec 8</i></p>

**Core Values Commitment:**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, ELED Lesson Planning Common Assessment and Rubric (Rev. F17)

research-based practice, and social justice. Students are expected to adhere to these principles.

<http://cehd.gmu.edu/values/>



## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://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.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

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## LESSON PLANNING ASSESSMENT TASK



George Mason University College of Education and Human Development  
Elementary Education Program

In the Elementary Education program, the Lesson Planning Assessment is completed during EDCI 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

### STANDARDS

- **InTASC Standards:** 1, 3, 4, 5, 6, 7, 8, 9
- **CAEP Standards:** 1.1, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 6
- **SPA Standards:** ACEI 1.0, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1, 5.2

### THEMES

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

**ASSESSMENT OBJECTIVE:** The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

### RATIONALE

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)
3. *How will I know what the learners understand?* (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards
- create assessments that are aligned to your specific learning objectives/goals/outcomes
- think about the structure of the lesson, pacing, and transitions, use of technology
- identify the strengths and needs of all learners
- identify adaptations/modifications/extensions needed to meet learner needs
- determine “best practice” and learning strategies aligned to the learning objectives/goals/outcomes
- identify learning resources and support materials, including technology

## ASSIGNMENT DIRECTIONS

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

### Section 1: Classroom Context (1/2 – 1 page)

Classroom decisions are made based upon your learners’ strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning.

### Section 2: Planning for Instruction (1-2 pages)

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOLs and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content—both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.)

### Section 3: Instruction (2-3 pages)

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete.

### Section 4: Reflection after Instruction: Impact on Learning (1 page)

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next teaching experience?

**NOTE:** Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

## **REFERENCES**

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


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






**LESSON PLANNING ASSESSMENT RUBRIC**  
George Mason University College of Education and Human Development  
Elementary Education Program

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**SCORING GUIDELINES**

- **4 (Exceeds Standard):** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **3 (Meets Standard):** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **2 (Approaches Standard):** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **1 (Does Not Meet Standard):** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<b>SECTION 1: CLASSROOM CONTEXT</b>				
<p>The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development: cognitive, linguistic, social, emotional, and physical.</p> <p><b>InTASC 1; VDOE 1; ACEI 1.0</b></p> 	<p>Candidate does not design instruction to meet learners' needs in each area of development.</p>	<p>Candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.</p>	<p>Candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</p>	<p>Candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</p>
<b>SECTION 2: PLANNING FOR INSTRUCTION</b>				
<p>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><b>InTASC 7; VDOE 2; ACEI 3.1</b></p>	<p>Candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.</p>	<p>Candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</p>	<p>Candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</p>	<p>Candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.</p>

<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
<p>The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><b>InTASC 7; VDOE 2; ACEI 3.1</b></p> 	<p>Candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>Candidate identifies national/ state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners.</p>	<p>Candidate identifies national/ state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</p>	<p>Candidate identifies national/ state/local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><b>InTASC 4; VDOE 1; ACEI 3.2</b></p> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</p> <p><b>InTASC 3; VDOE 5; ACEI 3.5</b></p> 	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p>
<p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p><b>InTASC 6; VDOE 4; ACEI 3.3</b></p> 	<p>Candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>Candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p>	<p>Candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p>	<p>Candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p>
<p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><b>InTASC 5; VDOE 2; ACEI 3.3</b></p> 	<p>Candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>



<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.  <b>InTASC 7; VDOE 2; ACEI 3.2</b>	Candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.  <b>InTASC 7; VDOE 2; ACEI 4.0</b>	Candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	Candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
<b>SECTION 3: INSTRUCTION</b>				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.  <b>InTASC 7; VDOE 2; ACEI 3.1</b>	Candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	Candidate plans for appropriate sequencing and pacing of learning experiences. Tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.  <b>InTASC 8; VDOE 3; ACEI 3.3</b>	The instructional strategies used by the candidate do not encourage an understanding of content.	Candidate uses limited instructional strategies to encourage learners to develop an understanding of the content.	Candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	Candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply that knowledge in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.  <b>InTASC 6; VDOE 4; ACEI 4.0</b>	Candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	Candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension; however, they are inappropriate and/or ineffective (or misaligned).	Candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	Candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.

<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><b>InTASC 6; VDOE 4; ACEI 4.0</b></p>	<p>Candidate's lesson design does not include post-assessment strategies or methods.</p>	<p>Candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</p>	<p>Candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>Candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</p>
<b>SECTION 4: REFLECTION AND IMPACT ON LEARNING</b>				
<p>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><b>InTASC 9; VDOE 6</b></p>	<p>Candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>Candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</p>	<p>Candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.</p>	<p>Candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</p>
<p>The candidate uses a knowledge of effective instructional pedagogy to provide feedback to peers</p> <p><b>InTASC 9; VDOE 6; ACEI 5.2</b></p>	<p>Limited feedback provided to peer group. No connections to course content.</p>	<p>General feedback provided to peer group. Limited connections to course content.</p>	<p>Somewhat specific feedback provided to peer group. General connections to course content.</p>	<p>Detailed feedback provided to peer group. Specific connections to course contents.</p>

## LESSON PLAN TEMPLATE

<b>INSTRUCTION</b>	
<b>CLASSROOM CONTEXT</b>	
Grade level:	Number of students:
Content Area:	Name of Unit:
Lesson planned for ____ minutes	
Lesson occurs at which point in the unit: __beginning __middle __end	
Lesson was taught on:	
Description of learners:	
<b>PLANNING FOR INSTRUCTION</b>	
<b>Performance-Based Objective(s)</b>	
<b>National Content Standards</b>	
<b>VA Standards of Learning (SOL)</b>	
<b>Career &amp; College Ready Standards</b>	
<b>Lesson Rationale</b> (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)	
Prerequisite skills needed to attain new learning:	
<b>Modifications/Differentiation and Accommodations</b>	
<b>Materials/Technology</b>	

**Procedures:** Opening/Strategies/Assessments/Closure

**REFLECTION: IMPACT ON LEARNING**

***Classroom Tour (20 points)***

As part of this class, you will purchase your GoReact license. This will be used throughout the remainder of your courses and in your final internship. A link will be provided in class. For this initial assignment, you will take us on a **2-3 minute** video tour of your field hours classroom. It should include the following components

- A descriptive audio/video snapshot of the features of your classroom. Include the key areas of the room where instruction occurs, classroom arrangement, bulletin boards, learning materials, evidence of community, attention to diversity of learners, etc.
- A written **analysis** of your video in GoReact. Your comments should be interpretations of your video with explicit connections/questions related to the course readings, discussions, and content.
- Reflective comments/questions on each of the videos posted by peers in your assigned group.

	0	2.5	5	7.5	10
Descriptive Tour	No tour	Average description of classroom	Thorough description of classroom		
Analysis	No analysis	Limited analysis with no connections	Average analysis with a few general connections to course readings/content	Above average analysis with some connections to course readings/content	Thorough analysis with explicit (cited) connections to course readings/content
Posts to Peers 11	No posts to peers	Limited number of posts to peers	Multiple posts to peers' tours		

### *Structured Field Reflections (30 points)*

The purpose of this assignment is to support structured, focused observations in the field and connection these observations to your course readings through critical reflections.

You will turn in two iterations of this assignment. You will write an observation of five of the following items and write an entry of each using the graphic organizer listed below. You may **NOT** repeat, as you need to observe each item. The first set of five reflections is due October 24th. The second set of five reflections is due December 5th. It is highly recommended that you leave #9 and #10 until after they have been discussed in class. Your Structured Field Reflections should include the following entries:

1. Management/Instructional Beliefs (first entry)
2. Example of building community
3. Learner differences
4. Morning Meeting observation
5. Rules/Norms
6. Challenging Behaviors
7. Classroom Procedures
  - a. Transitions (physical/emotional/cognitive)
  - b. Interaction protocols
8. Working with Parents/Families
9. Teacher Language
10. Two lesson observations
  - o Focus on instructional strategies and instructional approach
  - o Identify elements of effective lessons (hook, modeling, guided practice, etc...)

Each reflective entry should include:

- 1) date/time of the observation
- 2) brief summary/notes
- 3) questions you have
- 4) connections to course readings/discussions
- 5) implications for your beliefs and practices.

<b>Criteria</b>	<b>Does Not Meet Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	Reflection is limited in terms of summary, questions, connections, and implications	Reflection includes descriptive summary, questions, connections, and implications	Section includes extensive summary, questions, connections, and implications

## EDCI 544 Weekly Attendance/Participation Chart

### *Expectations (2 pts. per class)*

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. **Weekly participation and attendance** is evaluated using the scale below.

### **Rubric for Self-Assessment of Student Participation (Completed by student at end of each class)**

	<b>Exemplary (.5 pts)</b>	<b>Proficient (.3 pts)</b>	<b>Developing (.1 pts)</b>	<b>Unacceptable (0 pts)</b>
<b>Frequency of participation</b>	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
<b>Quality of comments</b>	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
<b>Listening Skills</b>	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
<b>Preparation</b>	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.

**ASSIGNMENT DETAILS in THE CLASSROOM**  
**EDCI 544**

**Items to accomplish in field experience (*information for your classroom teacher*):**

Please discuss these with your classroom teacher early (on your first day at the school) in the semester so you can plan with him/her.

September/October	<p><b>Classroom Tour</b> Video record a 2-3 minute tour of the classroom. This is best completed when children are not in the classroom so that it does not distract them. The tour should be non-evaluative—merely descriptive.</p>
Mid-late November to Early December	<p><b>Lesson Planning and Instruction</b></p> <ul style="list-style-type: none"> <li>• Use your observations of your field placement classroom, as well as your knowledge of child development and classroom management, to create a well-developed lesson plan. You should work closely with your classroom teacher to identify a topic and date for instruction. You will work collaboratively in class and with your teacher to design your lesson. The lesson should be shared at least 48 hours in advance with your teacher and your course instructor. The lesson should be video-recorded. <b>Please remember to identify any students who are not allowed to be on video.</b></li> </ul>

**Please discuss these with your teacher early (NOW) in the semester so you can plan with him/her.**



### **Additional Program Content:**

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

### **Student Clinical Practice: Internship Application Requirements**

#### **TESTING**

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. **Allow a minimum of six weeks for official test scores to arrive at Mason.** Testing too close to the application deadline means scores will not arrive in time and the internship application **will not be accepted.**

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15<sup>th</sup> is **August 1<sup>st</sup>.**

#### **Required tests:**

- 1)Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- 2)VCLA
- 3)RVE (specific programs only...see link below)
- 4)ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 5)Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

#### **ENDORSEMENTS**

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### **CPR/AED/First Aid – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. **After June 30, 2017, the online training will no longer be accepted.**

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) **by the application deadline.** Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [internsh@gmu.edu](mailto:internsh@gmu.edu) or dropped-off in Thompson Hall, Suite 1700.

#### **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the

board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

### **BACKGROUND CHECKS/FINGERPRINTING**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

### **PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

### **APPLICATION**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

### **DEADLINES**

#### **Spring 2018 internship application deadline:**

- \* Traditional Internship: *September 15, 2017*
- \* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at [internsh@gmu.edu](mailto:internsh@gmu.edu) Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.