George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: __X__ NEW  ____ MODIFY  ____ DELETE

Local Unit: College of Education and Human Development

Graduate Council Approval Date:

Course Abbreviation: EDCI  Course Number: 577

Full Course Title: Curriculum & Methods of Teaching, PK-12

Abbreviated Course Title (24 characters max.): Curr & Meth of Tchg PK12

Credit hours: 3  Program of Record: Education (EDUC)

Repeateable for Credit? _X_ D=Yes, not within same term  Up to hours 3
___ T=Yes, within the same term  Up to 3 hours
___ N=Cannot be repeated for credit

Grade Type: _X_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Activity Code (please indicate): _X_ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)
___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND)

Catalog Credit Format 3 : 3 : 0  Course Level: GF(500-600) _X__ GA(700+)

Maximum Enrollment: 25  For NEW courses, first term to be offered: Fall 2005

Prerequisites or corequisites: none

Catalog Description (35 words or less): Blends theory and practice by providing instruction in curriculum and planning, theoretical concepts, application of research, models of learning/teaching and practical experiences. Examines educational standards, assessment, and classroom management in PK-12 schools.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by: ________________________________ email: ________________
Libby Hall  lhall4@gmu.edu

Department/Program: __________________________ Date: __5/2/05___________
_Education__Mark Goor

College Committee: Joan Isenberg___________________ Date: __5/2/05___________

Graduate Council Representative: Joan Isenberg____________________ Date: __5/2/05___________
GEORGE MASON UNIVERSITY
Course Coordination Form

**Approval from other units:** NONE

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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Graduate Council approval: ___________________________ Date: ____________

Graduate Council representative: ______________________ Date: ____________

Provost Office representative: ________________________ Date: ____________
EDCI 577: Curriculum and Methods of Teaching PK-12
Semester_____Year_______
Dates__________Times_________Location_______

PROFESSOR(S):
Name: 
Office phone: 
Office location: 
Office hours: 
Email address: 

COURSE DESCRIPTION:

A. Course Description
Blends theory and practice by providing instruction in curriculum and planning, theoretical concepts, application of research, models of learning/teaching and practical experiences such as designing and implementing lesson plans. Examines educational standards, assessment, and classroom management in PK-12 schools.

B. Prerequisites – None

STUDENT OUTCOMES:
This course is designed to enable students to:

- identify personal and professional strengths and weaknesses that may have an impact on their teaching PK-12 students effectively. INTASC 9
- analyze philosophical viewpoints and establish criteria and justification for particular teaching approaches. INTASC 4, 6, 7, 8, 9
- develop basic knowledge, skills, and understandings for planning and implementing instruction, evaluation, and assessment of individuals with diverse learning styles, abilities, gender, and cultural backgrounds. INTASC 1,3,4,5,6,7,8
- identify and be able to meet the principles for beginning teachers as laid out in the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Virginia Department of Education goals (SOLs). INTASC 1,3,4,5,6,7,8,9
- incorporate into lesson plans ways to motivate students to learn and techniques that will prevent classroom management problems. INTASC 5
- explore a repertoire of classroom management theories and appropriate expectations for the developmental levels of students. INTASC 5
- develop knowledge of teaching through practice, observation, and reflection in simulated and field situations. INTASC 9
- explore a variety of means of effective communication and collaboration with parents, administrators, and other personnel in their schools. INTASC 6, 9
- develop a sense of personal and professional responsibility through use of resource materials, meetings, and professional organizations. INTASC 6,9

RELATIONSHIP TO PROFESSIONAL STANDARDS:
Course relates to INTASC standards, most particularly:
1. **Content Pedagogy** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

3. **Diverse Learners** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. **Motivation and Management** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Communication and Technology** - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Planning** - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. **Assessment** - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. **Reflective Practice: Professional Growth** - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**REQUIRED TEXTS:**

**NATURE OF COURSE DELIVERY:**
The course is structured around readings, case analyses, reflections on those readings, and initiating, guiding, and evaluating learning activities. Course seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

A. **Requirements**
- One page introduction to the student you will follow for your case study.
- First Portfolio assignment – p.221 do #1 and 5
- 2 reflections – case study on planning and assessment
- Second Portfolio assignment – p.105
- 1 reflection from case study dealing with classroom management
- Reflection from your video taping, discussing your teaching style.
- Third Portfolio assignment – p.345
- Out of class assignment – field experience requirement fulfilled
• Case study – final project

B. Performance-Based Assessments – Weekly Reflections and Case Study Final

C. Criteria for evaluation

Case Studies/ Group Projects 10

Video tape yourself teaching for a minimum of 30 minutes, observe the tape – and write a one page reflection paper on your teaching style. 10

Portfolio Assignments (3) 15

Overview/Examples of Selected Chapter (7-12) 15

Class Participation 10

It is important that you attend all class meetings and participate in all discussions in order to get the most out of the semester.

Field Experience 10

Observe a teacher on your grade level or in your subject area and complete the management assignment as discussed.

Case Study - Final Project 30

Total 100

D. Grading Scale

A = 93-100  B+ = 88-89%  C = 70-79%
A- = 92-90  B = 83-87%  F = Below 70%
B- = 80-82%

PROPOSED CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Assessment &amp; INTASC Standards</td>
<td>Skim and Scan Chapters 7-12; select 1st, 2nd and 3rd choice of one of these chapters to research for the term</td>
</tr>
<tr>
<td>2</td>
<td>Instructional Models and Frameworks Reflective Practice and Journaling</td>
<td>1 page description of student for Case Study Read Chapter 3 for next class</td>
</tr>
<tr>
<td>3</td>
<td>Planning &amp; Implementing Instruction</td>
<td>Weekly reflection for Case Study Read Chapter 6 for next class</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation &amp; Assessment</td>
<td>Weekly reflection for Case Study Read Chapter 2 for next class</td>
</tr>
<tr>
<td>5</td>
<td>Modifications and Adaptations of Instruction</td>
<td>Weekly reflection - planning and</td>
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<tr>
<td>Diversity Issues</td>
<td>instruction Portfolio #1 – p. 221 Read Chapter 4 for next class</td>
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<tr>
<td>6 Motivation and Engaging Students Learning Styles/Teaching Styles</td>
<td>Weekly reflection for Case Study Read Chapter 5 for next class</td>
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<tr>
<td>7 Classroom Management by Instruction</td>
<td>Weekly reflection for Case Study Draft of Overview/Examples for Selected Chapter (7-12)</td>
<td></td>
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<tr>
<td>8 Self Analysis of Teaching/Observing Other Teachers</td>
<td>Weekly reflection for Case Study Portfolio #2 – p. 105 Review Chapter 2 for next class</td>
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<tr>
<td>9 Community Building</td>
<td>Weekly reflection – classroom management</td>
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<tr>
<td>10 Resources for Teaching</td>
<td>Weekly reflection for Case Study</td>
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<tr>
<td>11 Effective Technology Integration</td>
<td>Weekly reflection – video self-analysis</td>
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<tr>
<td>12</td>
<td>Weekly reflection for Case Study Portfolio #3 – p. 345</td>
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<tr>
<td>13 Case Study Presentations</td>
<td>Field Experience assignment</td>
<td></td>
</tr>
<tr>
<td>14 Case Study Presentations Course Evaluations Post-self-assessment Overview/Examples for Selected Chapter (7-12) Targets for Advanced Curriculum and Methods of Teaching (elementary or secondary)</td>
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</tbody>
</table>

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

Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**ASSESSMENT RUBRIC**

*COURSE – EDCI 577*

Case Study – Final Project

Name: ___________________________

Date: ___________________________
<table>
<thead>
<tr>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
</tr>
</thead>
</table>

**CRITERIA**

<table>
<thead>
<tr>
<th>Profile of student</th>
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<tbody>
<tr>
<td>Weekly Reflections (see additional rubric below)</td>
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<tr>
<td>Planning modifications for student</td>
</tr>
<tr>
<td>Evidence of effectiveness of modifications</td>
</tr>
<tr>
<td>Teaching successes w/ students</td>
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<tr>
<td>Application of course learning</td>
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<tr>
<td>Learning more meaningful for student</td>
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</tbody>
</table>

**ASSESSMENT RUBRIC**

*COURSE – EDCI 577*

Weekly Reflections

Name: ___________________________

Date: __________________________

<table>
<thead>
<tr>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
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</table>

**CRITERIA**

<table>
<thead>
<tr>
<th>Applications used from course</th>
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<tbody>
<tr>
<td>Successes</td>
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<tr>
<td>Need to rethink</td>
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<tr>
<td>Future plans</td>
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Comments:
Overview/Examples for Selected Chapter (7-12)

1. After the 1st class session, skim and scan Chapters 7-12 in Arends textbook and select 1st, 2nd, and 3rd choice of the chapter you wish to research for the term.

2. During the 2nd class sessions, groups will be assigned based on the 1st, 2nd and 3rd choices of chapters, as long as all chapters 7-12 are represented by at least 2 students.

3. Between class sessions 2 – 7, the members of the group assigned to each chapter will draft out a 2-sided overview with examples of the particular interactive aspect of teaching taught in the selected chapter. This will include:
   a. Overview = what is the interactive aspect and what are its theoretical and empirical underpinnings
   b. Examples = provide an application of this interactive aspect to a lesson plan and ways to assess and evaluate student learning resulting from this aspect of teaching

4. Between class sessions 8-14, incorporate the feedback received from the instructor on the draft overview/examples and finalize the 2-sided guidesheet. Make copies of this guidesheet for all class participants and the instructor(s).
ASSESSMENT RUBRIC:

**COURSE – EDCI 577**  
Overview/Examples of Integrative Aspect of Teaching

Name: ___________________________  Date:_____________________

Integrative Aspect:__________________ (Chapter ______)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>Draft: What it is Underpinnings</td>
<td>Notes</td>
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<td>NA</td>
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<tr>
<td>Lesson Plan Evidence</td>
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<tr>
<td>Assessment Evaluation</td>
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<tr>
<td>Overall</td>
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**SUMMATIVE EVALUATION**

**Final: Clarity of description**
| Understanding of theoretical & empirical underpinnings |  |
| Lesson Plan Evidence |  |
| Assessment & Evaluation |  |
| **Overall** |  |

Comments: