

## **SPRING 2007**

**COURSE NUMBER, TITLE, CREDIT HOURS** SED 380, Foundations of Secondary Methods – (3 Semester Hours)

**CLASS MEETINGS** Tuesdays 4:00-7:00 pm, BEB 238

**INSTRUCTOR** Dr. Margaret D. Knight, Associate Professor, Secondary Education and School Leadership/Director of the Center for Professional Development, Office Hours 9:00 a.m.-4:00 p.m., Monday – Friday, unless away on an assignment.

**INSTRUCTOR CONTACT INFORMATION** Bozeman Education Building, Room 121, (757) 823-8631, Department-823-8715, email: [mdknight@nsu.edu](mailto:mdknight@nsu.edu)

## **COURSE DESCRIPTION**

**PREREQUISITE: Passing Praxis I score and successful completion of all lower level courses.**

Study of concepts related to teaching and learning, classroom management, student-teacher relationships, presentation of subject matter, and testing and evaluation.

## **COURSE RATIONALE**

Conceptual Framework: “The teacher as a competent, cooperative, compassionate, and committed leader.”

This course informs candidates about the theory and research that is to be combined with their own personalities, perceptions, and pedagogical presence to make them competent in the classroom. The course is designed for middle school and high school teacher preparation students and beginning teachers who intend to achieve at their level of optimum effectiveness. The course embodies the following positions on practical classroom applications: Effective teaching is basically sound decision making; teaching is an art informed by science; a sound knowledge base is the bases of the profession; translating the knowledge into classroom practice is the challenge and task of every teacher; effective teachers accommodate the diverse abilities, needs, and interests of learners; effective teachers have a repertoire of instructional techniques, methods, and strategies to stimulate active learning; and empowering teachers is the key to heightening teachers esteem and improving the profession. This web-enhanced course is designed to provide skills that will contribute to an understanding of the principles of learning; the application skills in teacher decision making, discipline methodology; communication processes, classroom management; selection and use of materials, including media/computers for information; integration of technology in the classroom; and classroom

evaluation and testing. Teaching methods for exceptional students, including the gifted and talented will be explored (PK-12). **Observation and Participation Field experiences** at the middle and or high school levels and teacher empowerment through involvement with a professional organization or conference are required.

## **COURSE GOALS AND MEASURABLE INTENDED STUDENT LEARNING OUTCOMES**

As a result of the course and its activities, the participants will be able to perform the following standards for beginning teacher licensing and development:

- Demonstrate knowledge of the characteristics of diverse academic cultures, linguistic variations, and individual instructional needs and abilities of all children (Course Grades)
- Exhibit expertise in instructional duties necessary for planning, managing, and maintaining an effective learning environment (Lesson Plans)
- Be able to design and utilize assessment strategies and evaluation instruments to assess the continuous intellectual, social, and physical development of the learner (Lesson Plans)
- Be able to integrate technology into planning, instruction, and teaching methodology to improve student learning (Electronic Portfolio)
- Be able to observe and work cooperatively and collaboratively with colleagues, parents, other professionals, and community agencies to develop and enrich the learning experiences of all students (Observation Participation Field Experience)

**COURSE MATERIALS**    **Required Text:** Wilen, William et al, Dynamics of Effective Teaching, Fifth Edition, 2004

**Supplementary Reading:** Enhancing Professional Practice-A Framework for Teaching

**Virginia Standards of Learning;** NCATE standards; SPA standards

**Style Guide:** Publication Manual of the American Psychological Association

## **PRIMARY METHODS OF INSTRUCTION / METHODS TO ENGAGE STUDENTS**

Instructional methods employed in this course designed to achieve the learning outcomes include lecture, class discussion, group discussion, modeling, computer generated presentations, observation participation field work, navigation of the e-Learning Blackboard platform to use email, take quizzes and submit assignments to the digital drop

box, Internet research, communication in the discussion board and virtual classroom, use web sites, and development of the professional portfolio.

**COURSE OUTLINE / CALENDAR (EXPECTATIONS FOR STUDENT ENGAGEMENT IN THE COURSE)**

Class No.	Topics and Class Activities	Quiz TBA on Bb or in class	Homework Assignments/Experience  For all assignments-attach a “cover page” with your name, date, name and number of assignment and instructor’s name and your SPA standard.	Assignment No.
<u>Fill in Date</u>  <u>1</u>	Introductions, <b>Prerequisites</b> - Passed Praxis I/ACT/SAT, expectations and application to Teacher Education, Praxis II date, VCLA date, discuss syllabus, web-blended/Blackboard training, NSU email, Observation/Participation , INTASC, NCATE, and VA Standards of Learning Professional Code of Ethics Teacher Education, assignments, electronic portfolio.	<u>Fill in Date</u>	<b>Assignment I.</b> Attend Blackboard training and activate NSU email. Download and save in your favorites the Virginia Standards of Learning for grades 8 and 10 in your subject area, <a href="http://www.pen.k12.va.us/VDOE/Instruction/sol.html">http://www.pen.k12.va.us/VDOE/Instruction/sol.html</a> also the national professional association standards for your subject area, NCATE standards, <a href="http://www.ncate.org/">http://www.ncate.org/</a> and INTASC standards. Bring paper or electronic (w/ your laptop) copies to next class to share. Mark the URLs and enter into your teaching bibliography.  Read Chapter 1 and prepare to discuss.  Send an email to Instructor and submit to Blackboard digital drop box 2 days before next class <b>Assignment I</b> , include: your resume, your autobiography with a personal statement, and your teaching philosophy. (100 points)	<u>Fill in Due Date</u>  <b>I</b>
<u>2</u>	*Read chapter before class.* Discuss Ch 1, Decision making; belief system; locus of decisions; education as a professional discipline. Discuss needs profiles. Complete requests for observation/ participation assignments. Discuss electronic portfolio assignment and review rubric.		<b>Assignment II.</b> Use the Website <a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a> and three other education websites (put URLs in the plan and save in bibliography). Use the rubric on p. 59 and chapter 1 information to plan a 45- minute class interactive lesson in your subject area that you will teach your 8 <sup>th</sup> or 10 <sup>th</sup> grade class at the same time the emphasis is on <u>building a positive learning climate sample</u> . (100 points)  Study for <b>Ch#1 quiz</b> . Read Ch#2 and prepare to discuss.	<b>II</b>

<p><b><u>3</u></b></p>	<p>*Read chapter before class.* Take chapter 1 quiz.</p> <p>Discuss Ch.2 Productive climate; academic climate; high standards; motivation success expectations; feedback and praise.</p> <p>Evaluate classroom climate presentations.</p>	<p>Ch. 1</p> <p>_____</p> <p>location</p> <p>_____</p>	<p><b>Assignment III.</b> A. Write a 2-3pp. reflective response to the question “What is your own needs profile that is likely to predispose, for better or worse, decisions you will make as a teacher?” B. Write a 2-3pp. evaluation of your own personality as you project yourself into the managing role of the teacher. Address the four topics under climate for learning. Site and describe at least one research and theoretical base not discussed in the chapter. (total is at least a <u>four page paper</u>, using APA or MLA style, 12 font, double space, cover page).</p> <p>Study for <b>Ch# 2 quiz</b>. Read Ch#3 and prepare to discuss.</p>	<p><b>III</b></p> <p>_____</p>
<p><b><u>4</u></b></p>	<p>*Read chapter before class.*</p> <p>Take chapter 2 quiz. Discuss Ch.3 Democratic classroom discipline. Myths of discipline; principles of democracy; phases of discipline; and teacher power in the classroom. Complete classroom climate presentations</p>	<p>Ch. 2</p> <p>_____</p> <p>location</p> <p>_____</p>	<p><b>Assignment IV.</b> Develop a <u>discipline plan</u> for having effective discipline in your 8<sup>th</sup> grade classroom. Give the major features of prevention, management, intervention, and remediation. Identify type of power used for each teacher behavior. Put into a PowerPoint presentation.</p> <p>Study for <b>Ch #3 quiz</b>. Read Ch #4 and prepare to discuss.</p>	<p><b>IV</b></p> <p>_____</p>
<p><b><u>5</u></b></p>	<p>. *Read chapter before class.* Take chapter 3 quiz. Discuss Ch.4 Current curriculum movements and instruction foci, pedagogical content knowledge, structure of knowledge and content mapping.</p> <p>Evaluate Discipline plan presentations.</p>	<p>Ch. 3</p> <p>_____</p> <p>location</p> <p>_____</p>	<p><b>Assignment V.</b> Use information on pp. 109-113 to design a detailed Interdisciplinary unit <u>concept web</u> on a concept you will teach in your 8<sup>th</sup> or 10<sup>th</sup> grade subject that may be integrated with three other subjects your students are taking at the same time. Identify SOL # and description for each of the 4 subjects that will cover the concept. Attach cover page.</p> <p>Study for <b>Ch #4 quiz</b>. Read Ch #5 and prepare for discussion. Attend Observation Participation orientation.</p>	<p><b>V.</b></p> <p>_____</p>
<p><b><u>6</u></b></p>	<p>*Read chapter before class.* Take chapter 4 quiz. Discuss Ch.5 Planning for teaching; decision making; goals and</p>	<p>Ch. 4</p> <p>_____</p>	<p><b>Assignment VI.</b> Use pp. 144-147 and develop a 2 weeks <u>unit plan</u> for one of your 8<sup>th</sup> or 10<sup>th</sup> grade subject areas. List the SOL# and description for the focus topic. Identify unit goals, unit topics, instructional procedures, evaluations and resources. Include multicultural education. Include teaching</p>	<p><b>VI</b></p> <p>_____</p>

	objectives; domains; sequencing; planning for evaluation.  Continue to evaluate Discipline plan presentations.	location _____	strategies found at websites. Post at least five websites in your plan and your course bibliography. Identify strategies for gifted and less capable students and Prepare a PowerPoint presentation.  Study for <b>Ch#5 quiz</b> . Read Ch #6 and prepare for discussion.  Begin your Observation Participation experiences.	
<u>7</u>	*Read chapter before class.* Take chapter 5 quiz. Discuss Ch.6 Basic instructional techniques.  Evaluate PowerPoint presentations on unit plans.	Ch. 5 _____  location _____	<b>Assignment VII.</b> See the attached lesson plan rubric and pp. 147-164 and chapter 7. Write three <u>detailed lesson plans</u> , one for each format of a) discussion, b) lecture, and c) inquiry to fit the Unit Plan prepared for Ch4 or for different concepts in your 8 <sup>th</sup> or 10 <sup>th</sup> grade, 60 minute classes in your subject. Identify SOL# and description. Include behavioral and objectives, materials, entry, clarification/instruction, independent practice, closure, and evaluation. Identify domains and levels for all objectives, include multicultural awareness activity, and strategies for gifted and less capable students.  Study for <b>Ch #6 quiz</b> . Read Ch #7 and prepare for discussion.	<b>VII</b> _____
<u>8</u> Mid Term	*Read chapter before class.* Take chapter 6 quiz. Discuss Ch.7 Primary Instructional Methods – discussion, lecture, inquiry, simulation gaming. Evaluate teaching lesson plans.	Ch. 6 _____  location _____	<b>Assignment VIII.</b> Use <a href="http://www.covington.k12/resources/teacher.htm">www.covington.k12/resources/teacher.htm</a> VA DOE, US DOE, VEA, and at least two other websites to identify two examples of each of the four different levels of questioning techniques. Put your URLs and examples in the digital drop box two days before the next class. Prepare one of your lesson plans from assignment VII to <u>teach in class</u> in a 20 minute version, including a portion of all parts of the lesson. Use rubrics on pp.202-211 for presentations. Study for <b>Ch #7 quiz</b> . Read Ch #8 and prepare for discussion	<b>VIII</b> _____
<u>9</u>	*Read chapter before class.* Take chapter 7 quiz. Discuss Ch.8 Teaching Strategies for Promoting Learning and Achievement, Direct teaching and cooperative learning. Evaluate lesson teaching	Ch. 7 _____  location _____	<b>Assignment IX.</b> Use <a href="http://www.interact-simulations.com">www.interact-simulations.com</a> , <a href="http://www.teachtsp.com">www.teachtsp.com</a> , or other website. Use lesson plan rubric to write a <u>lesson plan with a simulation gaming or role playing activity</u> to fit the Unit Plan prepared for Ch4 or for a different concept in your 8 <sup>th</sup> or 10 <sup>th</sup> grade, 60 minute classes in your subject. Identify SOL# and description. Include behavioral and objectives, materials, entry, clarification/instruction, independent practice, closure, and evaluation. Identify domains and levels	<b>IX</b> _____

	presentations.		for all objectives, multicultural awareness activity, and strategies for gifted and less capable students if applicable. Use rubrics on pp. 266-67 to prepare to teach lesson in class. Study for <b>Ch #8 quiz</b> . Read Ch #9 and prepare for discussion.	
<b><u>10</u></b>	*Read chapter before class.* Take Ch. 8 quiz. Discuss Ch.9 Differentiated Instruction Meeting Special Needs of Students. Evaluate the simulation gaming or role playing teaching presentation.	Ch. 8  _____ location  _____	<b>Assignment X.</b> Use the lesson plan rubric and guidelines above to write a <u>cooperative learning lesson plan</u> . Use rubric on p. 308 to prepare to teach the lesson.  Study for <b>Ch #9 quiz</b> . Read Ch #10 and prepare for discussion.	<b>X</b>  _____
<b><u>11</u></b>	*Read chapter before class.* Take Ch. 9 quiz. Discuss Ch. 10 Evaluation of Classroom Performance Evaluate simulation gaming or role playing teaching presentation.	Ch. 9  _____ location  _____	<b>Assignment XI.</b> Use chapter 10 information to develop three different forms of <u>classroom lesson evaluations</u> . Evaluations must fit each of three lesson plans previously developed. The evaluations are to include one each: a) an objective test with 5 each of the 4 types of questions for a 20 item test, b) a rubric with 5-6 criteria levels and 3-4 performance levels, and c) an essay test with a question to fit each of the 6 levels of knowledge in Bloom's taxonomy. Identify the level with each question and give the correct answer to each question. Read Ch #11 and prepare for discussion.	<b>XI</b>  _____
<b><u>12</u></b>	*Read chapter before class.* Discuss Ch. 11 Toward Effective Teaching. Evaluate cooperative learning teaching presentations and sharing of observation/ participation experiences.		<b>Assignment XII.</b> Write a 2 or more pages critique of a professional conference, workshop, or training you attended this semester. Attach a copy of the professional organization you currently hold membership in.  Use Internet and other resources to get information on electronic portfolios. Complete editing and entering all artifacts into electronic portfolio.	<b>XII</b>  _____
<b><u>13</u></b>	Continue to evaluate cooperative learning teaching presentations and sharing of observation/ participation experiences. Review electronic portfolio requirements.		<b>Assignment XIII.</b> Complete <u>Observation/Participation field experience and the appendices report</u> .  <b>Final Project.</b> Complete the <u>electronic portfolio</u> with all 14 artifacts.	<b>XIII</b>  _____

<b><u>14</u></b>	Observation/Participation Analyses. Present critiques of a professional workshop or conference. Share and evaluate electronic portfolios. Final exam preparation.		Complete electronic portfolio.  Study for final exam on chapters 1-11. Emphasis is on outlines at beginning of each chapter.	<b>XIV</b>  _____
<b><u>15</u></b>	Final Exam		Complete Praxis II and VCLA.	

## RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS

The following core competencies will be required and/or assessed in SED 380 as described:

- **Writing/Communication** – Student is able to produce text appropriate for purposes and audience as reflected in form, organization, content development, language usage and style
- **Information Technology Literacy** – Student is able to use and apply computer software applications, e-Learning BlackBoard platform, and other resources to achieve a wide variety of professional and personal goals, collect data, manage information, communicate, create effective presentations, and use information to make informed decisions
- **Quantitative Reasoning** – Student is able to collect, compile, summarize, and analyze classroom data and use the data to make instructional decisions.
- **Scientific Reasoning** – Student is able to propose relationships between observed phenomena, design learning experiences which meet given objectives, predict logical consequences of observed phenomena and determine possible alternative outcomes, and judge the degree to which a particular conclusion is justified based on the empirical evidence related to observed phenomena.
- **Oral Communication** – Student is able to present in clear and meaningful ways to create learning environments that encourage positive social interaction, foster relationships that support student learning.
- **Critical Thinking** – Student is able to apply professional and pedagogical knowledge in the school, family, and community context, focus on student learning through assessment in instruction and development of meaningful learning experiences that relate to secondary school curriculum, teaching philosophy, and teaching strategies. Development of unit and daily lesson plans with goals and objectives using Bloom’s Taxonomy to match the Virginia Standards of Learning.
- **Portfolio** – Student is able to scan and save documents and create presentations in an electronic portfolio.
- **Field Experience** – Student is able to complete Observation/Participation experiences with all of the given assignments, for 10 hours in a middle and 10 hours in a high school setting.
- **Professional Conference/Workshop** – Student is able to attend, participate, and submit a written reflection of a professional conference or workshop.

## EVALUATION / ASSESSMENT METHODS

**Required evaluations:** Chapter 1-8 quizzes with some taken on Blackboard and some in class. Classroom presentations are required as outlined in assignments. The Final exam is on chapters 9-11. Assignments I-XIV are due as scheduled. All assignments are to be edited and revised and put into the electronic portfolio to submit at the end of the class.

**FINAL PROJECT:** This is to be a collection of artifacts that represent the breadth and depth of your progress and achievement for the semester. It documents your knowledge, skills, and attitudes for teaching. The portfolio should be one that you would be proud to have your future employer and peers see and represent what you stand for as a professional educator. The portfolio is to be kept in a manage group on Blackboard. Develop and present an **ELECTRONIC PORTFOLIO** (maintain a hard copy in a white three-ring binder with clear sheet covers) project include the following:

Format: a. All print is to be at least 12 font, double space, use APA or MLA writing style, personalize or customize activities for your use (do not plagiarize), give credit to authors and Internet sources, b. Identify the INTASC and NCATE standards associated with each portfolio entry. C. Identify subject, grade, and SOL # and description each time it is applicable.

- Your resume (use a formal style)
- Autobiography – about three pages to include personal factors related to you becoming a teacher
- Teaching philosophy, include learning theories to support your philosophy
- Writing samples - Reflections on your development as a teacher. Include your Needs profile that predispose decisions you will make as a teacher-assignment I and Assignment III, Evaluation of your own personality as you project yourself in the managing role of the teacher.
- Classroom management plan, with a sample of a student behavior contract

and a sample of an academic contract, also identify grade and subject

- Plans for including multi culture awareness in your 8<sup>th</sup> grade classroom and Strategies to work with at-risk students
- The unit plan
- The five lesson plans
- Copy of Level II Observation and Participation Experience Evaluation. Appendices A-L.
- Critique of a professional conference, workshop, etc. attended this semester
- Certificates of membership in professional organizations and awards
- Annotated bibliography of teaching books, journals, websites, and etc. used for class assignments

- Portfolio reflection sheet

### Performance Criteria/Rubric

4 = A                      3 = B                      2 = C                      1 = D (not passing)

**\*\*\*Note: See attached Assessment Grading System Rubric**

**A Grade of C- or under does not qualify as “passing” for this course.**

- 4 (A) Student participated in classroom discussions and presentations. The student received the maximum score on quizzes, presentations, papers, attendance and participation, mid-reviews, final project, and classroom observations.
- 3 (B) Student participated in classroom discussion, presentations, mid-reviews, demonstrated high performances in classroom observations and participation and received “above average” on the final project.
- 2 (C) Student participated very little in classroom discussions and presentations, and received average on mid-reviews and the final project.
- 1 (D) Unsatisfactory - student did not participate in class discussions. Student demonstrated much difficulty in mid-reviews and classroom observation and participation. Student did not complete the final project, and scored “below average on project and quizzes.”

### COURSE REQUIREMENTS AND FINAL EVALUATION:

**The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.**

GRADING PROCEDURE	
Activity/Category	Percent of grade
Quizzes, written assignments/class presentations/class participation	50%
Observation/Participation Field Experience	20%
Electronic Portfolio/hardcopy/presentation	20 %
Final exam	10 %

### ACADEMIC INTEGRITY STANDARDS

- **Attendance** – One unexcused absence is permitted. Absent more than 20% of semester may equal “F” for the course.
- **Tardiness** – Three tardies of less than 30 minutes equal an absence. More than 30 minutes tardy equal an absence.
- **Extra Credit** – not an option. Complete all assignments.

- **Class Participation** – Oral and electronic participation are an integral part of final grade.
- **Make up assignments** – Permitted with agreed upon conditions.
- **Incomplete grade** – permitted with a contract for completion of assignments.
- **Appropriate Dress** – Acceptable secondary school dress is expected. Dress professionally when giving presentations. No caps. No bare shoulders.
- **Honesty, honor code, and violations of integrity such as plagiarism** – see NSU Student Handbook
- **Student class conduct** – Students are expected to conform to all regulations and procedures and complying with all laws and rights of good citizenship.
- **NSU email policy**

**See the University catalog for other policies.**

**Blackboard Instructions** - User name: First initial –period, middle initial-period, last name. Password: first time is capital S followed by seven digit student number followed by dollar sign \$ (i.e. S1234567\$)

#### **LABORATORY REQUIREMENTS:**

The Integrated Media Resource Center, Room 225, Bozeman Education Building will open later this semester. Please use the student computer resource labs in the Library or at other locations of your choice.

#### **Americans with Disabilities Act (ADA) Statement**

*In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability please make contact with the Supporting Students through Disability Services (SSDS) office.*

**Location:**      *Lyman Beecher Brooks Library  
Rm. 240 (2<sup>nd</sup> Floor) – Assistive Technology Lab*

**Contact Person:** *Marian E. Shepherd, Coordinator*  
**Telephone:** *823-2014*

### **RUBRIC FOR CONCEPT PRESENTATION**

Name: \_\_\_\_\_

Professor: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria			Grade
Criteria	Target	Acceptable	Unacceptable	
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience cannot understand presentation because there is no sequence of information.	___
<b>Content Knowledge</b>	Student demonstrates full knowledge with explanations and elaboration.	Student is at ease with content, but fails to elaborate.	Student does not have grasp of information; student cannot answer questions about subject.	___
<b>Visuals</b>	Student used visuals to reinforce screen text and presentation.	Student occasional used visuals that rarely support text and presentation.	Student used no visuals.	___
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Student's presentation had four or more spelling errors and/or grammatical errors.	___
<b>Delivery</b>	Student used a clear voice and correct, precise pronunciation of terms.	Student's voice is clear. Student pronounces most words correctly.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	___
			<b>Total Grade&gt;</b>	___

**Teacher Comments:**

Name: \_\_\_\_\_ Professor: Dr. M. D. Knight

Date of Assignment: \_\_\_\_\_ Title of Work: \_\_\_\_\_

SED 380 – Electronic Portfolio Rubric

Criterion	Performance Rating			Score
	Target (5 points)	Acceptable (3 points)	Unacceptable (0 points)	

Personal Goals and Objectives	Goals and objectives well considered, specific, and measurable.	Goal(s) and/or objectives are appropriate but undeveloped	Missing goals and or objectives. Present but demonstrates lack of thoughtful consideration	
Links/Titles	The student project contains 8 links to projects with a design that is attractive, colorful, and shows creativity.	The student project contains 5 or 6 links to projects. Design could be neater or is inappropriate.	The student project contains 4 or less links to projects. Design is inappropriate.	
Sounds	The sounds enhance the quality of the project.	Some sounds are inappropriate and/or distract from the project.	Many sounds are inappropriate and/or distract from the project.	
Technical quality	The technical quality allows the reader to focus on the concepts. Judicious use of formatting, e.g. bullets and headings to enhance content.	Good organization Elements of good structure present (paragraph structure, intro, transitions, summary)	Spelling and grammatical errors Disorganized	
Content	The self-assessment concisely analyzes learning and summarizes the student's preparation and capability for the experience Well conceived and detailed plan of action to meet the student's goals and objectives	Accurate information Appropriate plan of action	Does not address the content as specified in the guidance for the self-assessment Concepts poorly developed Incomplete or inaccurate information	
Reflection to projects	Relates action steps to personal learning needs and goals and objectives Reviews both strengths and weakness Demonstrates commitment to life-long learning Demonstrates critical thinking	Experiences summarized with some understanding of life-long learning as an unfolding process Future learning needs summarized with appropriate plans to seek ongoing mentoring and skills to complete the thesis	Superficial Statement of actions without a reflective element Does not address personal responsibility for learning	
Overall	Strong presentation of each of the components of the self-assessment The student has comprehensively summarized the competencies required of this course Demonstrates critical thinking and synthesis of didactic preparation The student is prepared to apply learning at the next level.	Meets the guidance for the self assessment portion of the portfolio	Difficult to read due to errors and poor design Does not demonstrate that the student is prepared to execute competencies presented in this course	
			<b>Total Points</b>	

## Grading System

**Letter grades are assigned to indicate the academic achievement of the candidates.  
Grades are determined by the instructor based on the following:**

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-85	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	84-80	Good performance on some of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity.
2.30	C+	79-78	Average performance on all course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity.
2.00	C	77-75	Average performance on most course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills.
1.70	C-	74-70	Average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
1.30	D+	69-68	Below average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
1.00	D	67-65	Below average on most course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
0.70	D-	64-60	Below average on all course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <b><i>Requires repeating the course.</i></b>
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. <b><i>Requires repeating the course.</i></b>

Name: \_\_\_\_\_ Professor: Dr. M. D. Knight

Date of Assignment: \_\_\_\_\_ Title of Work: \_\_\_\_\_

SED 380 - Lesson Plan Rubric

Criterion	Performance Rating			Score
	Target 5	Acceptable 3	Unacceptable 0	
Format, Composition & Editing	Format is followed and components are accurate and of quality throughout the lesson plan; the narrative portions of the lesson demonstrate mature composition and editing with no spelling, grammatical, or punctuation errors	The format is followed and components are accurately implemented throughout the lesson plan; the narrative demonstrates mature composition and editing with few spelling, grammatical, or punctuation errors.	The narrative portions of the lesson have numerous errors and have not been carefully edited; the narrative demonstrates a poor grasp of spelling, grammar, and/or punctuation.	
Materials	All materials used for the lesson, including texts, overheads, handouts, technological equipment, etc. are clearly listed and referenced throughout the lesson plan as utilized.	All materials used for the lesson, including texts, overheads, handouts, technological equipment, etc. are clearly listed.	Some or all materials used for the lesson, including texts, overheads, handouts, technological equipment, etc. are missing.	
Learner Objectives	The objectives include at least two statements fully describing what students should know and be able to do as a result of this lesson; the objectives clearly focus on content to be learned and how students will demonstrate that content; content and SOL standards are matched to each objective	The objectives include at least two statements describing what students should know and be able to do as a result of this lesson; the objectives adequately state content to be learned and how students will demonstrate that content;	The objectives do not include at least two statements describing what students should know and be able to do as a result of this lesson; the objectives lack focus on content to be learned and/or how students will demonstrate that content; content and SOL standards are inappropriately matched to each objective or missing altogether.	

Necessary Accommodations	All necessary accommodations are anticipated and fully described; descriptions of lesson modifications such as extra enrichment activities, skill work, tutoring or collaborative work are of superior quality and clearly match content and standards.	Necessary accommodations are anticipated and described; descriptions of lesson modifications such as extra enrichment activities, skill work, tutoring or collaborative work are of adequate quality and match content and standards	Necessary accommodations are not anticipated or described; descriptions of lesson modifications such as extra enrichment activities, skill work, tutoring or collaborative work are either absent or inappropriately matched to content and standards.	
Procedure & Activities for Introduction, Development of Content, and Closure	Clear description (including script) of procedures followed to introduce the lesson: review previous instruction or anticipatory set to engage students in a new topic; comprehensive description (including script) of procedures followed to teach the content, check for understanding, practice or collaborative activity, and independent work time; clear description (including script) of procedures followed to bring the lesson to a close: presentation of student work, question and answer session or discussion to review content, or connection to content to be learned in an upcoming lesson.	Clear description of procedures followed to introduce the lesson: review previous instruction or anticipatory set to engage students in a new topic; comprehensive description of procedures followed to teach the content, check for understanding, practice or collaborative activity, and independent work time; clear description of procedures followed to bring the lesson to a close: presentation of student work, question and answer session or discussion to review content, or connection to content to be learned in an upcoming lesson.	Incomplete or inaccurate description of procedures followed to introduce the lesson: review previous instruction or anticipatory set to engage students in a new topic; description of procedures followed to teach the content, check for understanding, practice or collaborative activity, and independent work time does not clearly address lesson objectives or standards; incomplete or poor description of procedures followed to bring the lesson to a close: presentation of student work, question and answer session or discussion to review content, or connection to content to be learned in an upcoming lesson.	
Assessment	A complete description of	A description of specific strategies	A description of specific strategies	

	specific strategies and assessments utilized to determine if students achieved content is provided; strategies and assessments are of quality and are clearly matched to content and standards.	and assessments utilized to determine if students achieved content is provided; strategies and assessments are matched to content and standards.	or assessments utilized to determine if students achieved content is not provided or is of poor quality; strategies or assessments are not matched to content and standards.	
Evaluation	A quality description of potential modifications and improvements on the lesson is provided; specific commentary reflecting on what effect this lesson will have on student learning is provided; whether specific student goals would be achieved with the completion of this lesson is critically analyzed; several possible modifications are provided.	A description of potential modifications and improvements on the lesson is provided; specific commentary reflecting on what effect this lesson will have on student learning is provided; whether specific student goals would be achieved with the completion of this lesson is analyzed; some possible modifications are provided.	A description of potential modifications and improvements on the lesson is not provided or modifications provided would be inappropriate for content goals or level of student language proficiency; commentary reflecting on what effect this lesson will have on student learning is missing or does not clearly outline effects; whether specific student goals would be achieved with the completion of this lesson is poorly analyzed; possible modifications are not provided or are poor choices.	

## SED 380 Rubric for Electronic Portfolio

Name: \_\_\_\_\_

Professor: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

This rubric may be used for self-assessment and peer feedback.  
Unacceptable: Needs to be resubmitted.

### Rubric for Electronic Portfolio

CRITERIA	Target	Acceptable	Unacceptable	POINTS
<b>Selection of Artifacts and Written Communication</b>	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. All of the components demonstrate the use of clear, well organized, and accurate written communication.	Most artifacts and work samples are related to the purpose of the eportfolio.  There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	Most artifacts and work samples are unrelated to the purpose of the eportfolio.  There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.	
<b>Reflections</b>	All reflections clearly identify and describe achievement of growth goals and include goals for continued learning. All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections identify and describe growth goals for continued learning.  Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	A few reflections identify and describe growth goals for continued learning  A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	

<p><b>Use of Multimedia</b></p>	<p>All of the photographs, graphics, sound and/or video enhance reflective statements and create interest. All audio and/or video files are edited with only high quality shots or sound and effectively enhance reflective statements, create interest, and are appropriate examples for one or more standards. Files have proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio. Information is included concerning the size of the files when providing links to images, sounds, movies, or other files. Creativity and original ideas enhance the content of the eportfolio in an innovative way</p>	<p>Most of the photographs, graphics, sound and/or video enhance reflective statements and create interest. Most of the audio and/or video files are edited with only high quality shots or sound and effectively enhance reflective statements, create interest, and are appropriate examples for one or more standards. with proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio. Information is included concerning the size of most of the files when providing links to images, sounds, movies, or other files.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the eportfolio.</p>	<p>The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements and are distracting from the content.</p> <p>Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled) and ineffectively enhance reflective statements. The audio and/or video files are inappropriate examples for one or more standards. The background audio overpowers the primary audio.</p> <p>No information is included concerning the size of files when providing links to images, sounds, movies, or other files.</p> <p>No use of creativity or original ideas is evident that enhances the content of the eportfolio in an innovative way</p>	
<p><b>Captions</b></p>	<p>Each artifact is</p>	<p>Most of the</p>	<p>Some of the artifacts</p>	

	accompanied by a caption that articulately explains the importance of that particular work including title, author, and date.	artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author, and date.	are accompanied by a caption that articulately explains the importance of that particular work including title, author, date.	
<b>Ease of Navigation</b>	All of the portfolio navigation links and all sections (standards, artifacts, and reflections) connect back to the main table of contents or Home page. All external links connect to appropriate websites.	Most of the portfolio navigation links and most sections (standards, artifacts, and reflections) connect back to the main table of contents or Home page. Most of the external links connect to the appropriate website.	There are significant problems with portfolio navigation links and many sections (standards, artifacts, and reflections) do not connect back to the main table of contents or Home page or preceding pages. Some external links do not connect to the appropriate website.	
<b>Layout and Text Elements</b>	The eportfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text.	The eportfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the	0 points  The eportfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and	

		readability of the text.	colors are distracting. They diminish the readability of the text.	
<b>Writing Mechanics</b>	The text has no errors in grammar, capitalization, punctuation, and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.	
				<b>TOTAL POINTS</b>

Name: \_\_\_\_\_ Professor: Dr. M. D. Knight

Date of Assignment: \_\_\_\_\_ Title of Work: \_\_\_\_\_

SED 380 – Student Presentation Rubric

Criterion	Performance Rating			Score
	Target (5 points)	Acceptable (3 points)	Unacceptable (0 points)	
Organization	Student presents information in logical, interesting sequence which audience can follow	Audience has difficulty following presentation because student jumps around	Audience cannot understand presentation because there is no sequence of information	
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration	Student is uncomfortable with information and is able to answer only rudimentary questions	Student does not have grasp of information; student cannot answer questions about subject	
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.	
Communication	Student maintains eye contact with audience,	Student occasionally uses eye contact, but still reads	Student occasionally uses eye contact, but still	

	seldom returning to notes.	most of report.	reads most of report.	
Use of Technology	All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.	Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.	No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate.	
Self Reflection	Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples.	Reflects on own work and improvement on occasion but does not provide many examples at all.	Does not reflect on own work at all and no examples are provided.	
Ability to Accept Feedback	Accepts constructive feedback.	Seldom accepts constructive feedback.	Refused to accept constructive feedback.	
Sustainability for Diverse students	Goals are suitable for all students in the class.	Goals are suitable only for a small group of students in the class.	Goals are not suitable for the class.	
			Total Score	

Name: \_\_\_\_\_ Professor: Dr. M. D. Knight

Date of Assignment: \_\_\_\_\_ Title of Work: \_\_\_\_\_

### SED 380 - Unit Plan Rubric

Criteria	Target	Acceptable	Unacceptable	Points
Connect to VA Standards of Learning	Unit plan clearly scaffolds students' understanding and demonstrates a clear connection to the VA Standards of Learning in each of the content areas.	Unit plan demonstrates general connections to the VA Standards of Learning in content areas and is connected to student understanding to some extent.	Unit plan does not connect to the VA Standards of Learning and is not connected to student understanding.	
Use theories, practices, and instructional practices in	Unit plan is connected to theories and practices discussed in courses and allows for connections to school, family and	Unit plan makes some connections to theories and practices discussed in courses, and allows for connections to	No connection is made to theories and practices discussed in courses, nor does it connect to school,	

course	community.	school, family and community.	family or community.	
Engage students in critical thinking.	Unit is designed to engage students in critical thinking in order to perform the task(s) or solve the problem(s) posed at several points while unit is being taught.	Unit is designed to engage students in critical thinking in order to perform the task (s) or solve the problem (s) posed at a few points while unit is being taught.	Students are not engaged in critical thinking while the unit is being taught.	
Address differentiated instruction.	Unit plan clearly explains how teacher candidate will address developmental levels and special needs of students in the class.	Unit plan indirectly reflects how teacher candidate will address developmental levels and special needs of students in the class.	Unit plan does not explain how teacher candidate will address developmental levels or special needs of students in the class.	
Integrate relevant and challenging content.	Unit content is relevant and challenging to a wide range of learners in all addressed content areas.	Unit is relevant and challenging to a range of learners in most addressed content areas.	Unit is not relevant or challenging to a range of learners, nor are content areas appropriately addressed.	
Demonstrate pedagogical knowledge and skills.	Unit is relevant and will motivate all students as well as fostering positive social interaction among all students.	Unit is relevant and will motivate a range of students as well as fostering positive social interaction among a range of students.	Unit is not relevant nor will it motivate students. It is not designed to foster positive social interaction among students.	
Include appropriate assessments.	Assessments are clearly described and appropriate for objectives and grade level.	Assessments are clearly described and appropriate for objectives and grade level.	Assessments are not clearly described nor are they appropriate for objectives and grade level.	
			Total points	

Name: \_\_\_\_\_ Professor: Dr. M. D. Knight

Date of Assignment: \_\_\_\_\_ Title of Work: \_\_\_\_\_

SED 380 – Written Assignment Rubric

Criterion	Performance Rating			Score
	Target (5 points)	Acceptable (3 points)	Unacceptable (0 points)	
Content	The written content was appropriate for the question or topic. The ideas put forth were well-developed and supported.	The written content was appropriate for the question or topic, but the amount of content may have been inadequate. Ideas were generally not developed adequately. Support for ideas was also lacking.	The written content was not appropriate for the question or topic.	
Organization	The writing followed a logical sequence. Advanced transitions were used. An introduction and conclusion were present.	The writing attempted to follow a logical sequence, but significant gaps in sequence may have been present. Transitions were attempted in some places. The introduction and/or conclusion may have not adequately related to the body of the writing.	The sequence of the writing was not obvious. Transitions were not used and the introduction and/or conclusion may have been omitted entirely.	
Mechanics (Grammar, Spelling, Punctuation, etc.)	There were no spelling errors, but minor grammar and punctuation errors.	There may have been a few spelling errors, and a recurring problem with grammar and/or punctuation was noted	There were errors in spelling, grammar, and punctuation throughout.	
Voice	Distinctive; appropriate to task and audience	Clear and authentic	Unclear	
			<b>Total</b>	