Course: Effective Teaching/Effective Schools – EDU6835 – all sections
Instructor: E-mail: Phone: Fax: Office Hours:

Course Description:

Students will acquire and demonstrate skills in effective teaching identified by the New Jersey Core Curriculum Content Standards (NJCCS) and the New Jersey Professional Standards for Teachers (NJPST). Presentations of research findings, demonstrations of essential teaching skills by faculty, microteaching, peer coaching and audio-visual instructional materials will be used to impart skills. Students also will acquire a thorough knowledge of effective school management and operations that relate to successful classroom instruction.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

1. Qualified to teach subject matter knowledge.

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. Competent in pedagogical knowledge.

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students.(NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).

3. Caring

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives
Course Objectives and Correlation of Course Objectives to Competencies (Professional Standards):

At the conclusion of the course the students will:

1. Observe a classroom in a NJ school and discuss the following identifiable features of the school and its community:
   a. Demographics
   b. Location
   c. Culture
   d. Mission
   e. Physical plant
   f. Operation of a typical class;
   Student will write a reflection on how these factors and this experience have impacted their views of teaching.

2. Write a lesson plan using an approved format which will include:
   a. Objective/goals
   b. Correlation to NJCCCS
   c. Anticipatory set
   d. Materials
   e. Procedures
   f. Closure
   g. Assessment
   h. Assignment
   The student will include an introduction which explains the rationale for the lesson, the developmental stages of the students for which it is designed, the appropriateness of the lesson, the teaching strategies employed, and how the lesson addresses the individual needs of the students along with state and national standards.

3. Research a curriculum model, theory or educational theorist and will be able to identify:
   a. The main ideas
   b. The strengths
   c. The weaknesses
   d. How they will be able to apply this research to their future teaching

4. Develop an interdisciplinary or thematic unit plan in a cooperative learning group that can be used to teach a 2-4 week unit which:
   a. Address State and National Standards
   b. Takes into account different learning styles, multiple intelligences and addresses the needs of diverse learners
   c. Contains a unit overview and rationale
   d. Contains several individual lessons for various content areas

5. Develop and maintain a personal portfolio which includes:
   a. Personal assessment of professional growth
   b. Assignments with grading rubrics and peer assessments
   c. Statement of personal educational philosophy
   d. Reflection on their professional growth during the semester
Course Competencies:

Professional Standards (Effective Teaching Effective Schools)
The following New Jersey Professional Standards for Teachers are addressed in this course. For a complete list of the indicators please refer to:
http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard #1 (Content): Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9]

Standard #2 (Human Growth and Development): Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. [2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2, 3.3, 3.5, 3.6]

Standard #4 (Instructional Planning and Strategies): Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. [4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12]

Standard #5 (Assessment): Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. [5.1, 5.3]

Standard #6 (Learning Environment): Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. [6.1, 6.2, 6.3, 6.4, 6.5, 6.6]

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.2, 7.3]

Standard #8 (Communication): Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. [8.1, 8.2, 8.3, 8.4]

Standard #9 (Collaboration and Partnerships): Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.1, 9.2, 9.4, 9.5]

Standard #10 (Professional Development): Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6]

Standard #11 (Professional Responsibility): Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.
REQUIRED TEXTS/MATERIALS


Copy of: The New Jersey Core Curriculum Content Standards. This is available online. The website link is posted on the Blackboard.

Assigned Journal Articles: During the course supplemental readings from educational journals will be distributed to enrich your understanding of the course content.

CORE CURRICULUM CONTENT STANDARDS AND COMMON CORE STANDARDS

All students are required to have access via computer to the Core Curriculum Content Standards (NJ CCCS) including access to the new Common Core Standards in English/Language Arts and in Math. During Seminars I, II and III, you will become familiar with accessing the appropriate standards and using them in your lesson plans. Access to these standards are as follows:

1. [http://www.state.nj.us/education/aps/cccs/](http://www.state.nj.us/education/aps/cccs/) (NJ CCCS)
2. [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) (English/Language Arts)

REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (WebCampus) components of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email [fdutac@fdu.edu](mailto:fdutac@fdu.edu). Assistance is available 24 hours a day for Webcampus users.
## Course Outline

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<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction:</strong> overview of the course goals and student responsibilities; recognition of new teacher’s attitudes and concerns; overview of course content; classroom management strategies geared to preventing problems and establishing healthy classroom environments; setting up rules and procedures, arranging the physical room environment</td>
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<td>2</td>
<td><strong>Role of the Teacher as classroom manager:</strong> maximizing on-task behavior, assertive discipline, time management, setting priorities in context of student, teacher, school, and state requirements, awareness of N.J. laws regulating teacher behavior. <strong>Different Models of Teacher Functioning:</strong> as a teacher, professional, researcher, educational leader, life-long learner, change agent for reform and school improvement, and decision maker. Relationship between the teacher and the NJPST.</td>
<td>K-1 Reflection is at the Heart of Practice K-2 The Great Teacher Question: Beyond Competencies K-4 Why New Teachers Leave… K-5 And Why New Teachers Stay… K-10 How to Create Discipline Problems K-41 The Teacher’s Ten Commandments (O) Ch. 1</td>
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<td>3</td>
<td><strong>Planning:</strong> value, teacher preparation, how to write plans including: formulating objectives, questioning techniques, activities, evaluation procedures, unit and daily plan; allocation of instructional time, guidelines for selection of content and materials, gearing lessons to meet student needs, interests and abilities, emphasizing research and methods. How to align lessons with NJCCCS will be addressed.</td>
<td>K-16 Uncovering Academic Success (O) Ch.2 (O) Ch. 3 (O) Ch. 6</td>
<td>Performance Task # 1 School Profile</td>
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<td>4</td>
<td><strong>Planning and classroom management (con’t):</strong> Teacher preparation, long range and short range planning, joint planning. Inclusion of strategies to meet the needs of students through a variety of approaches: individualizing instruction, engaging the learner in active vs. passive learning incorporating research on higher level thinking skills, technology, small group instruction, team teaching, peer tutoring, mastery learning, cooperative education, and multicultural education.</td>
<td>K-50 A Considered Opinion: Diversity, Tragedy, and the Schools K-27 The Key to Classroom Management K-49 Listen to the Natives K-48 Technology and the Culture of Learning (O) Chapter 4 (O) Chapter 5</td>
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| 5 | **Resources to enhance teacher effectiveness and student learning:** resources – availability and how to access, effective utilization in terms of appropriateness, criteria for selection in terms of educational equity, meeting students’ needs, classroom management and planning. Material to be addressed: audio-visual aids, instructional technology, use of textbooks and other teaching resources, assessment of their effectiveness, and teacher as researcher and reflective practitioner. | (O) Chapter 7  
(O) Chapter 8 | |
| 6 | **Curriculum models:** historical and philosophical foundations, analysis of important theorists’ research and impact on curriculum development and models of teaching. | Review lesson plan format and NJCCS  
K-7 How We Treat One Another at School  
K-11 At Risk For Abuse: A Teacher’s Guide for Recognizing and Reporting Child Abuse  
K-15 Safety From the Inside Out: Rethinking Traditional Approaches  
K-17 Why Some Parents Don’t Come to School  
K-25 Teaching Themes of Care | |
| 7 | **Curriculum Issues and trends:** state and national standards, incorporating technology, authentic teaching and assessment, reform movements, America 2000 goals and SCANS skills, values and character education, mandated curricula, family life, drug and alcohol abuse, a move toward state and national curriculum, multicultural education and inclusion and interdisciplinary and integrated approaches. | K-21 The Quality Curriculum  
K-23 A relevance of Religion to the Curriculum  
K-26 Confronting the Achievement Gap  
K-28 Students Need Challenge, Not Easy Success  
K-45 The Class and the Classroom  
K-12 What Makes a Good School  
K-32 Making Cooperative Learning Work | Performance Task #2 Lesson Plan |
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<tr>
<td>8</td>
<td>Students: recognition of individual differences and learning styles, a review of research in psychology with emphasis on child development and effective behaviors for creating a healthy, productive learning environment, application of the research in working with students, planning lessons, and assessing student progress. Bullying – Introduction to State Mandates: Harassment / Intimidation / Bullying (HIB)</td>
<td>K-55 With Boys and Girls in Mind K-44 the Kind of Schools We Need K-51 Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society (O) Chapter 9</td>
<td>Due date for this assignment to be announced.</td>
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<tr>
<td>9</td>
<td>Students/learning: teaching and learning styles, multiple intelligence, emotional intelligence, authentic learning, strategies to motivate the learner, conflict resolution, peer tutoring, individual and group learning activities, games and simulations to encourage higher order and creative thinking.</td>
<td>K-53 Enabling or Disabling? Observations on changes in Special Education K-54 Making Inclusive Education Work K-24 The Core Knowledge Curriculum: What’s Behind its Success K-35 My Pedagogic Creed K-36 Personal Thoughts on Teaching and Learning K-37 The Educated Person</td>
<td>Performance Task #3 Critical Analysis This will be posted on-line on the discussion board</td>
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<tr>
<td>10</td>
<td>Students/special populations and at-risk youth: dealing with diversity in the classroom, dealing with the special needs of students (teacher, school, and community support). Inclusion/mainstreaming, gifted and talented and language minority. Parents and caregivers: working with them to enhance student progress, sensitive issues to address, matters of confidentiality, child abuse, single parent families, same sex marriages, both parents working, parent neglect or too much pressure, home schooling. Parent/teacher conferences: preparing for them, how to conduct interviews, and resources available to assist in effective conferencing.</td>
<td>K-18 Curriculum Matters K-42 The Ten Big Effects of the NCLB Act on Public Schools K-13 A Tale of Two Schools K-33 Mapping a Route Toward Differentiated Instruction K-34 Linking Formative Assessment to Scaffolding K-29 Seven Practices for Effective Learning K-39 Good? Bad? Or None of the Above</td>
<td>3 Web sites due – post them on-line on the discussion board.</td>
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<tr>
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| 11           | Assessing student learning in the context of teaching: role of evaluation in the teaching/learning process, historical background on assessment and vital issues related to it including: appropriateness, authentic assessment, purpose and values of evaluation, types of assessment, record-keeping, grading, preparing students for tests, test anxiety and test bias as it relates to women and minorities. | K-40 The Ethics of Teaching  
K-43 What Matters Most: A Competent Teacher for Every Child  
K-46 Putting Money Where It Matters  
(O) Chapter 10 |  |
| 12           | The classroom and the school: analysis of different visions of what makes a “good school”  
The school as a workplace: school culture and norms, the bureaucratic/social governance of public education and how it influences the curriculum, teacher decisions and student learning. Attention will be given to the role and influence of: US Department of Education, State Department of Education, Board of Education, District/School Organizations, State/Local Unions, Parent Organizations, Municipal Government, State Legislation | K-26 Confronting the Achievement Gap  
K-40 The Ethics of Teaching  
K-53 What Matters Most: A Competent Teacher for Every Child  
K-57 Accountability: What’s Worth Measuring?  
Journal Articles |  |
| 13           | The school as a workplace (con’t.): school improvement and change – educational reform, issues and roles of the teacher as change agents for reform and school improvements, teacher as educational leaders, professionalization of teaching, teacher performance factors and accountability, responsibility and ethics, issues facing the beginning teacher vs. the seasoned veteran.  
Group presentations: microteaching and group projects | K-45 Class and the Classroom  
K-46 Putting Money Where It Matters | Performance Task #4 Microteaching/Group Project |
| 14           | Course summation: What is your personal vision for teaching and learning?  
Group presentations: microteaching and group projects  
Assessment of the course | K-19 The Saber-Tooth Curriculum | Performance Task #5 Portfolio |
| 15           | Course Assessment – Finals Week |  | Pick up all portfolios and projects in office |
**ASSIGNMENT / PERFORMANCE TASK**

<table>
<thead>
<tr>
<th>Performance Task #1:</th>
<th>School Profile</th>
<th>15%</th>
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<tr>
<td><strong>Due Date:</strong></td>
<td>Session 3</td>
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This task correlates to Course Objective #1.

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<tr>
<th>Performance Task #2:</th>
<th>Lesson Plan</th>
<th>15%</th>
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<tr>
<td><strong>Due Date:</strong></td>
<td>Session 7</td>
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This task correlates to Course Objective #2.

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<tr>
<th>Performance Task #3:</th>
<th>Critical Analysis</th>
<th>15%</th>
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<tbody>
<tr>
<td><strong>Due Date:</strong></td>
<td>Session 9</td>
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This task correlates to Course Objective #3.

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<tr>
<th>Performance Task #4:</th>
<th>Group Project &amp; Microteaching</th>
<th>20%</th>
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<tbody>
<tr>
<td><strong>Due Date:</strong></td>
<td>Session 13 &amp; 14</td>
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This task correlates to Course Objective #4.

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<tr>
<th>Performance Task #5:</th>
<th>Maintaining a Portfolio</th>
<th>20%</th>
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<tbody>
<tr>
<td><strong>Due Date:</strong></td>
<td>Session 14</td>
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This task correlates to Course Objective #5.

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<tr>
<th>Class Attendance and Participation</th>
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Students are expected to complete all required readings in a critical and reflective manner. Performance tasks will be assigned for completion in and out of regular class time.

Your total number of points will be converted into the following grade:


Any grade below C is considered unacceptable in graduate programs and considered failing.
Assignments/Performance Tasks

Assignment/Performance Task #1: SCHOOL PROFILE

You will be expected to visit a local school spending part of the day and/or the whole day (minimum of 3 hours), and then write a description of the school and the community in which it resides.

- You will write a profile that will include: a description of the school facilities (overall); local community; district's major goals; what the school and/or community is most proud of; biggest problems confronting the district or school. It is recommended that you check out the school's website and information about the school on the DOE website (the school report card).
- You will describe a class and/or classes you visited based on your observations. Include in this description: the number of students, grade level/s, your first impression, physical organization of the classroom, as well as anything you want to comment on that will create an understanding of the teaching situation observed.
- Watch the teacher carefully and observe role the teacher plays in the classroom and/or in the school (you may speak with the teacher about this role).
  - Is this teacher “sage on the stage” or a “guide on the side”? Explain and give examples.
  - How do you define teacher as leader? How does this teacher fit the description of teacher as leader (formally or informally)?
- Finally, you will write your reflections on how your observations have influenced your ideas about teaching.

Assignment/Performance Task #2 LESSON PLAN (Basic)

Write a lesson plan using the “official” FDU lesson plan format (Appendix A of this syllabus). Include an introduction before the lesson plan which explains why you chose this content for your lesson; where the lesson fits into the curriculum; grade level and ability of students; teaching strategies employed and why you chose them (i.e., higher order thinking skills, motivation for a unit, small group instruction, individualization, etc.). In the lesson plan, include all parts necessary to complete your educational objectives. Make sure to include the appropriate NJCCCS. Other appropriate National Standards may also be included such as TESOL, NCTM, NCTE, NSTA, NCSS, and IRA.

Please see Appendix A for information about the FDU Lesson Plan Format. Your lesson plan must match the components of the FDU lesson plan format as a minimal requirement.

Include in your lesson plan the following:

- Introduction
  - Includes TITLE of the lesson
  - Grade level
  - Standards (NJCCCS as a minimum)
  - Other pertinent information requested above
- Educational objectives
- Instructional materials and resources including vocabulary for the lesson
- Procedures
  - Anticipatory set (the beginning of your lesson)
  - Body of the lesson (step by step)
  - Strategies for students with special needs and ESL
  - Closure (the end of your lesson)
- Assessment/evaluation
- (The feedback/reflection section of the FDU format is not required for this task.)
Assignment/Performance Task #3: Critical Analysis and Reflection

Select a reading from your text (Kaleidoscope). Find an additional two (2) articles about the same topic, theory, or theorist from appropriate educational, scholarly sources. Read, analyze, compare and contrast as outlined below.

Write an analysis of the article by responding to the following questions:

1. What are the main ideas of the article?
2. What are its strengths?
3. What are its weaknesses?
4. What do other researchers say about this topic? (if you selected additional articles by other researchers)
5. What does the author say in other articles he/she has written about this topic? (if you selected additional articles by the same researcher)
6. How will what you have read aid in your teaching?
7. How can you apply the research to your future work with students?
8. If possible, relate what you have learned from this article back to something you may have observed during your previous field experience(s).

Your entire paper should be 5-10 pages long. Use APA format to cite sources, quotations, and references. Make sure to have a title on your paper which includes the title of the article you chose. Make sure to have a reference list at the end of the paper. Double space your paper and use size 12 font (Times New Roman or Arial only).
Assignment/Performance Task #4: Unit Plan – Cooperative Learning

PART A: INTERDISCIPLINARY UNIT

You will serve as a member of an interdisciplinary curriculum team that is charged with the responsibility of developing an interdisciplinary/integrated curriculum unit. You will work with a group of your peers (time will be provided in class for some of your meetings) and you will develop a unit that:

- Uses the “official FDU Lesson Plan Format” (see Appendix A)
- Spans several school days and has sufficient detail to serve as a blueprint for other teachers
- Includes an overview with the grade, student levels, demographics, time of year, pacing, special needs, language abilities, number of students, etc.
- Provides a specific philosophy of education
- Establishes student goals, objectives, and performance standards
- Makes use of educational best practices, and addresses the needs of a diverse student population
- Contains a minimum of 6 full scale lesson plans in at least 4 content areas (each student is responsible to write 2 full lesson plans)
- Involves multiple methods of delivery
- Contains appropriate assessments for the given lessons using multiple measures
- Is culturally responsive
- Includes technology where appropriate
- Is accessible to all of the students

PART B: MICROTEACHING

Each member of the team will teach a lesson that emanates from the curriculum unit. The lesson plan and microteaching unit will be subject to peer and instructor assessment using established criteria for constructive feedback. (Microteaching)
Assignment/Performance Task #5  BEGINNING A PORTFOLIO

You will be expected to begin a portfolio of your work for this course. The purpose of this task is twofold: (1) to provide you with an opportunity to experience the development and maintenance of a portfolio and the accompanying elements of a portfolio and the accompanying elements of portfolio assessment; and (2) to establish a baseline of your knowledge and skill in the major topics of this course and provide you with an opportunity to self-assess your progress by reviewing your work cumulatively.

Your portfolio will include:

a) All written assignments with instructor’s assessment. Select one of these assignments and write a 2-3 paragraph reflection on what you got out of the assignment. Make sure to discuss which of the NJPST the assignment relates to and why.

b) A statement of your personal philosophy of education based upon your beliefs about the role of the teacher, teaching and learning, and expectations for student performance; conditions you advocate for a productive learning environment; the types of learning experiences you advocate for students; addressing the needs of diverse learners including those with unique learning styles and cultural differences, and the standards for learning which you would establish for your instructional program. (500-750 words);

c) A reflective statement of what were the most important personal achievements and understandings you gained about teaching as a result of classroom assignments, discussions, and activities, as well as what two areas you want to learn more about. Give specific examples to support your areas growth. Give specific reasons for choosing the areas where you would like to grow. Discuss possible pathways for attaining the goals Explain in detail your choices. (500-750 words);

d) Include a minimum of two articles from a newspaper, professional journal or on-line article that addresses an area of current importance in the field of education. In addition to clipping the article, include a one paragraph summary the article, explain its importance, and why you chose to include it.

e) Include a mini-webliography which lists 3 websites you have found which will be helpful to you and your colleagues in the future.
   - For each site, please include the URL and name of the site
   - a brief description of the site (what it has to offer)
   - and your assessment of its value to classroom teachers. You may cut and paste this from your discussion board posting.

f) Optional: Anything else you feel is of value and helps to represent you and your feelings about education.
**Assignment/Performance Task #1: School Profile**

Student: ___________________________

**The grading rubric (20 points possible)**

Performance Task #1 – School Profile  
Assessment – total possible 20 points

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>1. Description of school: includes facilities, community, major goals,</td>
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<td>most proud of, biggest problems.</td>
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<td>(5 points)</td>
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<td>2. Description of class: physical organization, number of students,</td>
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<td>grade level, first impressions.</td>
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<td>(5 points)</td>
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<td>3. Discussion of the role of the teacher in the classroom including</td>
<td>3.</td>
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<tr>
<td>teacher as leader.</td>
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<td>(5 points)</td>
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<td>4. Analysis: how this experience has affected your feelings about</td>
<td>3.</td>
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<tr>
<td>teaching, written expression and use of grammar (overall paper),</td>
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<tr>
<td>value added.</td>
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<td>(5 points)</td>
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Total ____________

**General comments, reactions, advice:**
**Target Audience**  

4 **Advanced Proficient**: The lesson clearly specifies a grade level and specific characteristics of the students for which the lesson is designed.  
3 **Proficient**: The lesson specifies a grade level and a very brief description of the students for which the lesson is designed.  
2 **Novice**: The lesson specifies a grade level only.  
1 **Pre-emergent**: No target audience is specified.  

**NJCCCS**  

4 **Advanced Proficient**: The lesson is correlated to the NJCCCS and specific indicators, both of which are clearly written out.  
3 **Proficient**: The NJCCCS is mentioned in number only and it is not clear what standards are being referenced.  
2 **Novice**: The NJCCCS mentioned do not clearly relate to the lesson.  
1 **Pre-emergent**: No NJCCCS are mentioned.  

**Learning Objectives**  

4 **Advanced Proficient**: The learning objectives are written in measurable, observable terms, are written in correct grammatical form, and are worthwhile objectives for the students.  
3 **Proficient**: The learning objectives are written in measurable terms, are worthwhile objectives for the students.  
2 **Novice**: The learning objectives are not written correctly and/or need to be revised, and/or are questionable objectives for students.  
1 **Pre-emergent**: The learning objectives are not written in measurable terms, and/or do not relate to the lesson and/or are not worthwhile objectives for students.  

**The Procedure: Focusing Event (anticipatory set)**  

4 **Advanced Proficient**: The procedure begins with a clear focusing event (something to get the students’ attention)  
3 **Proficient**: The procedure does not have a focusing event or one that is poorly developed.  
2 **Novice**: The procedure attempts to have an opening event but it is not clearly developed.  
1 **Pre-emergent**: The procedure does not have a focusing event or one that is poorly developed.  

**The Procedure: Instructional Activities**  

4 **Advanced Proficient**: The procedure is detailed, thorough, carefully thought out, and clearly describes the step-by-step process the teacher will go through to address the objective(s). The instructional activities are worthwhile and engage students in the learning process.  
3 **Proficient**: The procedure describes a step-by-step process the teacher will go through to address the objective(s). The instructional activities are worthwhile and engage students in the learning process.  
2 **Novice**: The procedure is very basic and needs more detail on teaching strategies and content taught. It is questionable if the instructional activities engage students in the learning process.  
1 **Pre-emergent**: The procedure is brief, incomplete, and not well thought out. It does not adequately address objectives, nor do the activities engage students in the learning process.  

**The Procedure: Closure**  

4 **Advanced Proficient**: The procedure has a detailed closure which summarizes the key concepts and helps students make connections.  
3 **Proficient**: The procedure has a closure which helps students make connections.  
2 **Novice**: The procedure attempts to have a closure but is not well defined.  
1 **Pre-emergent**: The procedure does not have a closure (how the lesson will end).  

**The Evaluation Plan**  

4 **Advanced Proficient**: The evaluation plan is aligned with the objective(s) and procedure, is detailed, and clearly specifies what data will be collected. A rubric/criteria sheet is included.  
3 **Proficient**: The evaluation plan is aligned with the objective(s) and procedure. A basic rubric and/or evaluation criteria are included.  
2 **Novice**: The evaluation plan is not well developed and needs more detail. It needs to be aligned with both the objectives and procedure.  
1 **Pre-emergent**: The evaluation plan is not aligned with the objective(s) and or procedure. It needs to be redone.  

**Diverse Learners**  

4 **Advanced Proficient**: The lesson has detailed plans to accommodate diverse learners that are well thought out and differentiate instruction.  
3 **Proficient**: The lesson has specific plans to accommodate diverse learners.  
2 **Novice**: The lesson attempts to accommodate different learners but it is not well developed.  
1 **Pre-emergent**: The lesson makes not or inadequate accommodations for diverse learners.
# Assignment/Performance Task #3: Critical Analysis and Reflection

**Waypoint Rubric**

<table>
<thead>
<tr>
<th>1</th>
<th>Critical Analysis - discussion of main idea - multiple sources</th>
<th>Multiple</th>
<th>Wt (37.5%)</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student addresses all the ideas of the article(s) under study. Fully discusses strengths and weaknesses. Effectively compares and contrasts multiple views in depth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student addresses most of the ideas of the article(s) under study. Discusses strengths and weaknesses. Compares and contrasts multiple views in depth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student minimally addresses the ideas of the article(s) under study. Minimal discussion of strengths and weaknesses. Attempts to compare and contrast multiple views.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student does not address the ideas of the article(s) under study. Little or no discussion of strengths and weaknesses. Does not compare or contrast multiple views.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Critical Analysis - application of model</th>
<th>Multiple</th>
<th>Wt (37.5%)</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student effectively compares and contrasts multiple views. Student reflects in depth on the application to future practice and makes excellent connections to experiences in this course and, when possible, to field experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student compares and contrasts multiple views. Student reflects on the application to future practice and makes some connections to experiences in this course and, when possible, to field experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student minimally compares and contrasts multiple views. Student minimally reflects on the application to future practice and makes minimal connections to experiences in this course and, when possible, to field experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student does not analyze the views of the authors. Does not reflect on application to future practice. Does not relate to classroom discussions or to field experiences.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Spelling / Grammar</th>
<th>Multiple</th>
<th>Wt (12.5%)</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There are no errors in spelling, punctuation or grammar in the information contained on the site.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There are 1-2 errors in spelling, punctuation or grammar in the information in this site.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There are 3 errors in spelling, punctuation or grammar in the information in this site which detract from the meaning of the selection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There are more than 3 errors in spelling, punctuation or grammar in the information in this site which detract from the meaning of the selection.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>APA Format</th>
<th>Multiple</th>
<th>Wt (12.5%)</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student correctly uses APA format for all citations and references.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student attempts to use APA format for citations and references. Minor errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student does not use APA format for citations or references. Student fails to cite sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total points earned: _____ / 15**
EDUC 6835 – Effective Teaching - Effective Schools
Assignment/Performance Task #4: Developing a Curriculum Unit and Microteaching

The grading rubric:  (Note: unshaded boxes refer to the group; shaded boxes refer to the individual members of the group.)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet standards</th>
<th>Meets standards</th>
<th>Exceeds standards</th>
<th>Total points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Lessons do not follow FDU format, do not span several days of instruction, and/or do not provide sufficient detail to serve as blueprint for other teachers (0 points)</td>
<td>Lessons follow FDU format for the most part, span several days of instruction, and provide sufficient detail to serve as blueprint for other teachers (1 point)</td>
<td>Lessons follow FDU format, span several days of instruction, and provide explicit detail to serve as blueprint for other teachers (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Unit does not provide at least 6 full scale culturally responsive lesson plans in at least 4 content areas using multiple methods of delivery and assessment to make lessons accessible to all students (including those with special needs, ESL, and diverse students) (0 points)</td>
<td>Unit provides at least 6 full scale culturally responsive lesson plans in at least 4 content areas using a few different methods of delivery and assessment that make lessons accessible to most students (including those with special needs, ESL, and diverse students) (1 point)</td>
<td>Unit provides 6 or more full scale culturally responsive lesson plans in 4 or more content areas using multiple methods of delivery and assessment that make lessons accessible to all students (including those with special needs, ESL, and diverse students) (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>No overview provided or overview does not indicate grade level, time of year, number of students, demographics, special needs, language abilities, academic levels (0 points)</td>
<td>Overview indicates grade level, time of year, number of students, demographics, special needs, language abilities, academic levels (1 point)</td>
<td>Overview indicates appropriate grade level, time of year, number of students, demographics, special needs, language abilities, academic levels (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Philosophy &amp; Best practices</strong></td>
<td>Lesson plans do not clearly demonstrate philosophy of education and/or address various learning styles using best practice strategies (including technology) (0-1 point)</td>
<td>Lesson plans reflect philosophy of education and address a few different learning styles using some best practice strategies (including technology) (2-3 points)</td>
<td>Lesson plans clearly demonstrate philosophy of education and address various learning styles using many best practice strategies (including technology) (4 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Goals &amp; Objectives</strong></td>
<td>Unit goals &amp; objectives not clearly established and/or missing some NJCCS (0 points)</td>
<td>Unit goals &amp; objectives established, including NJCCS (1 point)</td>
<td>Unit goals &amp; objectives clearly established, including NJCCS (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Individual lesson plan</strong></td>
<td>Individual plan goals &amp; objectives not clearly established and/or missing some NJCCS (0 points)</td>
<td>Individual plan goals &amp; objectives established, including NJCCS (1 point)</td>
<td>Individual plan goals &amp; objectives clearly established, including NJCCS (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Group work</strong></td>
<td>Student did not work well in group effort (0 points)</td>
<td>Student participated in group effort (1 point)</td>
<td>Student actively participated in group (2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Microteaching</strong></td>
<td>Student did not present lesson intelligibly (1 point)</td>
<td>Student presented lesson intelligibly (2 points)</td>
<td>Student presented lesson intelligibly and effectively (3 points)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Points may be deducted for errors in usage and/or mechanics. Total points earned: ____ / 20
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet standards</th>
<th>Meets standards</th>
<th>Exceeds standards</th>
<th>Grade/points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of assignments and reflection on assignment(s)</td>
<td>Missing assignments. Missing reflection. Missing links to the NJPST. (0-1 point)</td>
<td>Includes all assignments. Includes a basic reflection on at least one assignment. Links the assignment to the NJPST. (2-3 points)</td>
<td>The paper expresses a strong, coherent set of values that permeate the author's views regarding the role of schools, students, teachers, curriculum, instruction and management. The paper gives evidence of deep personal thought and genuine expression. (4-5 points)</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>The paper gives little specifics relating to the concepts of schools, students, teachers, curriculum, or instruction. There is little evidence of personal thought in the writing. (0-1 point)</td>
<td>The paper expresses basic concepts of the role of schools, students, teachers, and curriculum, and instruction. The paper gives evidence of personal thought. (2-3 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on Personal, Professional Growth</td>
<td>Little self-disclosure, minimal risk in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection. (0-1 point)</td>
<td>Seeks to understand concepts by examining somewhat cautiously your own experiences in the past as they relate to professional growth. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but does not engage in seeking to answer these. (2-3 points)</td>
<td>Seeks to understand concepts by examining openly your own experiences in the past as they relate to professional growth. Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these. (4-5 points)</td>
<td></td>
</tr>
<tr>
<td>News articles</td>
<td>Submits fewer than 2 news articles. Does not discuss why they were included. (0 points)</td>
<td>Submits 2 news articles pertaining to education and gives a brief discussion of each. (1 point)</td>
<td>Submits 2 news articles pertaining to education and gives full explanation why these articles were chosen and their relationship to teaching. (2 points)</td>
<td></td>
</tr>
<tr>
<td>Webliography</td>
<td>Contains a fewer than 3 acceptable, educational websites with little discussion of each. URL and name of site may be missing or incorrect (0 points)</td>
<td>Contains a minimum of 3 acceptable, educational websites with brief discussion of each. Includes working URL and name of site (1-2 points)</td>
<td>Contains 3 or more excellent, educational websites with detailed discussion of each. Includes working URL and name of site (3 points)</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDED WEB SITES

Council for Exceptional Children  www.cec.sped.org
Council for Learning Disabilities  www.cldinternational.org
Learning Disabilities Association  www.ldanatl.org
Association for Supervision and Curriculum Development  www.ascd.org
CHADD (Children and Adults with Attention Deficit disorder)  www.CHADD.org
New Jersey Department of Education  http://www.state.nj.us/education/
University, Department, and Instructor Policies

I. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education's Policy Committee met and established the following policy for attendance
   1. Attendance is required in all our classes
   2. 3 absences, grade drops by a half a grade
   3. 4 absences, grade drops by one full grade
   4. 5 absences, the student fails or withdraws from the class

II. Academic integrity

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)
F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-“ in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies
   1. Grades:
a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation

a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades

a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

X. Disclaimer
   A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.
   B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

XI. References

FDU Academic Integrity Policy
The FDU Academic Integrity Policy can be found online at: http://www.fdu.edu/faculty/academicintegrity.pdf
Appendix A – FDU Lesson Plan Format

FDU-SOE Lesson Plan Format  (revised 2/11)

Daily instructional planning should demonstrate the teaching candidate’s knowledge of subject matter content, and understanding of the learning process, and the developmental and diverse needs of students. It should further demonstrate the candidate’s ability to use a variety of effective teaching and assessment methods and to design appropriate activities that will engage ALL students and optimize their learning. Lesson plans must include the basic elements described below. Make sure that your lesson plan specifies the subject it addresses. Each element below should be addressed as a heading in your lesson.

I. Target Audience: Who is this lesson designed for? What grade level and what are the students’ characteristics?

II. NJCCCS The standards should be referenced by number and written out.

III. Learning Objectives: Each objective should be written in measurable and observable terms. You should ensure that the objectives move up on Bloom’s Taxonomy and teach higher order thinking skills. Example for a Social Studies lesson: 1) Given an essay to write, the student will explain what the Preamble to the Constitution means to him/her as an active and participatory citizen in the USA. 2) Given a class constitution to write, the student will create a document that reflects the basic tenets expressed in the preamble to the US Constitution.

IV. Instructional Materials & Resources:
   A. What will you need to prepare your lesson?
   B. What will you need to use during the lesson?
      1. In-class
      2. Library/media center
      3. Technology
      4. Community resources

V. Vocabulary: What is/are the central concept(s) that will be taught during the lesson? What vocabulary terms will your students need to understand for the lesson? Do you need to pre-teach this vocabulary? For example, if you are teaching a lesson on the Preamble to the Constitution, your vocabulary words should include “preamble”, “constitution”, and perhaps “democracy”, “participatory citizenship” and other concepts you are focusing on during the lesson.

VI. Procedures: (Instructional strategies & learning activities)
   A. Anticipatory Set [Motivating or focusing activity.]
      1. Introduction to lesson, its purpose and objectives
      2. Connection to previous lesson or other activities
      3. Determine prior knowledge (What/how much do students know about the topic? Are they ready to move on from previous lesson? Are all students ready for this lesson?)
      4. Motivational activity or “hook”
   B. Body of the Lesson
      1. Sequential, step-by-step implementation of learning activities. Number or bullet these steps.
2. Incorporate strategies for special needs students and second language learners. Specify the accommodations and/or differentiated instruction required.

3. Address issues of diversity both in the lesson content and for the student body in the class.

VII. Closure & Extension: (Summarizing Activity)

A. Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, exit slips, etc.)

B. Homework assignments for extension of learning activities, reinforcement, and/or enrichment.

VIII. Assessment/Evaluation Plan: How well did each student learn what was intended? Your evaluation must be aligned with your objective!

A. What assessment strategies/methods will you use to measure how well all students achieved the educational objectives of the lesson (rubric for writing assignment, quiz, rubric for oral presentation, visual tool, running record, homework assignment)?

B. What data will you collect to show that each student met the objective? (You must specify what you will collect from each student)

C. Did each student meet/exceed the educational objectives? How will you evaluate how well each student learned (rating scales, numeric/letter grades)? What is your standard for determining if the student met the objective? (obtained an 80%, received a 3 out of 4 on a rubric)

IX. Diverse Learners: The lesson has detailed plans to accommodate diverse learners that are well thought out and differentiate instruction. In addition to the above lesson plan format, many instructors will ask you to include a reflective statement regarding your lesson plan, and ask you to comment on how this lesson relates to the New Jersey Professional Standards for Teachers.

Feedback/Reflection: (If you taught a lesson in a clinical experience, evaluate your performance based on feedback from your Cooperating Teacher, students, and personal reflection)

Note: this area is required for all field work. It is required for class assignments only when specified.

A. What went well with the lesson?

B. Do any students need review or special help?

C. How can I improve this lesson?

If you have NOT taught this lesson then reflect upon what you learned in the development of the lesson.

A. What did you need to prepare the lesson?

B. What did you have to do in terms of content?

C. Did you use Universal Design (UDL) or did you need to separately work on differentiated instructional strategies?