

**EDIS 5340-001: Teaching Social Studies in the Elementary School**

3 credit hours

Department of Curriculum, Instruction and Special Education

Fall 2013

Course Dates: August 29-December 5, 2013**Meeting Schedule: Thursdays, 3:30 to 6:00 p.m. (no class on November 28th)****Final Project Deadline: Thursday, December 12, 6:00 p.m.****Instructor:**

[Redacted]

[Redacted]

Office: [Redacted]

Office Hours: [Redacted]

Email: [Redacted]

Phone: [Redacted]

Graduate Assistant:

[Redacted]

Course Description

This course will equip early childhood and/elementary pre-service teachers with the content knowledge, skills, and dispositions necessary to teach students to be responsible citizens in their classrooms, schools and communities. Although it is often described as a “methods” course, the interdisciplinary (content) nature of social studies is a key course feature. The appropriate use of information technology and software applicable to social studies lessons is also a course component. Course readings and assignments also address how different elements of diversity relate to teachers and learners in the elementary classroom. By the end of the course, students will create and demonstrate grade level and standards appropriate elementary social studies lessons, using a variety of resources and instructional methods that are taught and practiced during the semester.

Course Learning Objectives

Upon completion of this course, students will

Understand:

- That Social Studies teaching challenges prospective teachers to be reflective, collaborative, and responsive decision makers to create meaningful learning experiences for all students (affective)

Know:

- The elements of effective Social Studies teaching at the elementary level, including content (civics, economics, geography and history), and pedagogy that encourage students to think critically, solve problems effectively and develop citizenship skills responsibly (cognitive)

Be able to:

- Demonstrate knowledge of the appropriate Virginia Standards of Learning (VA-SOLs) and National Council for the Social Studies (NCSS) Standards for Social Studies for instruction (of civics, economics, geography and history) in early childhood and elementary grades (psychomotor)
- Demonstrate the ability to implement a variety of instructional and assessment strategies based in the social studies that are appropriate to the needs of diverse learners (psychomotor)

Instructional Methods

Classes will consist of a variety of teaching and learning activities including lecture, small group discussion and activities, computer assisted study, independent work, and research and student presentations.

Course Texts and Materials

Required (5) - available at the UVA Bookstore

Fritzer, J. F. & Brewer, E. A. (2010) (2nd ed.). *Social studies content for elementary and middle school teachers*. Boston: Allyn & Bacon. ISBN 0-13-701125-3

Hill, K. (2002). *The Year of Miss Agnes*. New York: Aladdin Paperbacks. ISBN:0-689-85124-3

Parker, Walter C. (14th ed). (2010). *Social studies in elementary education*. Upper Saddle River, New Jersey: Pearson Prentice Hall

Seefeldt, C., Castle, S. & Falconer, R. C. (2010). (8th ed.). *Social studies for the preschool/primary child*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-715284-1--5

Teacher Curriculum Institute. (2010). *Social studies alive! Methods to transform elementary instruction*. Palo Alto, CA: TCI. ISBN 978-1583-711-125

Required COLLAB /On-line Readings

Avery, P. G. (2010). Can tolerance be taught? *Social studies today*, 235-243.

Broome, J., & Preston-Grimes, P. (2009). "Doing" community civics: Connecting pre-service teaching and social studies standards to study local problems. *Social Studies Research and Practice*, 4(1), 169-177.

Commonwealth of Virginia (2008). Board of Education- All Virginia Standards of Learning Documents for History/Social Science, Grades K-6 (including Standards of Learning-SOLs, Curriculum Frameworks, Test Blueprints and Released Tests)

Richmond, VA: Author.

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

Estes, T., Mintz, S., & Gunter, M. (2011). *Instruction: A models approach*. Boston: Pearson, Chps. 2 and 3

Gay, G. (2010). Challenges and perspectives. *Culturally responsive teaching: Theory, research, and practice*, 1-21.

National Council for the Social Studies (NCSS). (2009). Powerful and purposeful teaching and learning in elementary school social studies. *Social Education*, 73(5), 252-254.

Recommended

Curry School 'Common Read' for 2013-2014: Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Student membership in the National Council for the Social Studies (NCSS). See the NCSS website (www.socialstudies.org/membership) for more details. Suggested NCSS journal subscriptions are *Social Education* and *Social Studies and the Young Learner*.

NCSS SmartBrief – “A 3x-weekly snapshot of news on best practices, curriculum, and professional development for social studies educators with news from leading sources”
<https://www2.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=ncss>

Optional

Altoff, P. & Golston, S (Eds.). (2012). *Teaching reading with the social studies standards: Elementary units that integrate great books, social studies, and the Common Core Standards*. Washington, Dc: National Council for the Social Studies.

Estes, T., Mintz, S., & Gunter, M. (2011). *Instruction: A models approach*. Boston: Pearson.

Gay, G. (2010). (2nd ed). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Levstik, L. S. & Barton, K. C. (2011). (4th ed.). *Doing history: Investigating with children in elementary and middle schools*. Mahwah, NJ: Lawrence Erlbaum.

Obenchain, K. M. & Morris, R. V. (2007). *50 social studies strategies for K-8 classrooms*. Upper Saddle River, NJ: Pearson.

Parker, W. C. (Ed.) (2010). *Social studies today: Research & practice*. New York: Routledge.

Seefeldt, C. & Galper, A. (2006) (2nd ed). *Active experiences for active children – social studies*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Teaching Tolerance e-magazine (2013). Birmingham, AL: Southern Poverty Law Center.

Tomlinson, C. A. & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by design, expanded 2nd addition*. Upper Saddle River, NJ: Pearson.

Zike, D. (2002). *Big book of social studies for elementary K-6: Read, write, research*. San Antonio, TX: Dinah-Might Adventures, LP. (www.dinah.com)

Other Resources/ Websites:

<http://www.learner.org/workshops/socialstudies/> (Annenberg Series-Social Studies in Action)

www.educatorlearningcenter.com (text on-line resource)

www.civiced.org (National standards for civics and government)

www.economicamerica.org/standards (Voluntary standards for economics)

<http://kids.usa.gov/about-us/index.shtml> (official kids' portal for the U.S. Government)

www.lib.virginia.edu/education/databases/overview.htm (Children's Literature Comprehensive Database)

www.hawaii.edu/hga/Standard/Standard.html (Geography for Life standards)

www.nationalgeographic.com/education (National Geographic Society Teacher Resources)

www.ncss.org (National Council for the Social Studies website)

www.ncss@smartbrief.com (weekly e-newsletter from NCSS with news and resources)

<http://www.primaryaccess.org/> (Primary Access – digital narrative software)

<http://www.scholastic.com/teachers/lesson-plan/interactive-whiteboard-social-studies-tips> (from Scholastic Publishers)

www.teachersnetwork.org (Teachers Network – professional teachers' community)

<http://www.vcdh.virginia.edu/> (Virginia Center for Digital History)

University Email Policy

Students are expected to activate their UVa email addresses and check on a frequent basis, as this is the official communication vehicle of the University to students. Certain communication(s) may be time sensitive; students who fail to check their email regularly are responsible for any resulting consequences.

University of Virginia Honor System

Academic integrity is maintained through use of the policies and procedures of the University of Virginia Honor System. The honor system requires that designated assignments contain the following statement (written at the beginning or end of the assignment): ***“On my honor as a student, I have neither given nor received aid or assistance on this (quiz, examination, research paper, etc.).”*** The student must also sign the statement. The instructor will identify those assignments and activities that students should do individually and those which permit collaboration. For more information, visit <http://virginia.edu/honor/>.

Expectations

Class attendance and punctuality

You are expected to attend all class meetings and to be on time. A student may be absent once or late once during the semester without penalty. If you cannot attend class or will be delayed, please contact the instructor in advance. *You are responsible for all class material covered in your absence.* In case of illness or emergency, the instructor may require documentation of the absence or delay.

Readings, assignments and class participation

You are expected to complete all reading assignments *before* class and be prepared to discuss them. Much of our class time is devoted to taking what you have learned in assignments and applying it in class discussions and activities. Assignments are due at the start of class periods. Without prior approval, you will be penalized one full letter grade for each day they are late. Late assignments will not be accepted *after the third day* without previous permission from the instructor.

Good communications skills

Quality verbal and written communication skills are essential for effective teaching. It is important that you have both the content knowledge and the skills to communicate that knowledge effectively.

All written work is evaluated for clarity of expression, content, and mechanics of correct English. Unless the instructor specifies, assignments must be typed, double-spaced, printed in 12-point font on standard (8 ½ x 11") white paper. (1-inch margins). The instructor has the right to refuse to grade assignments that do not reflect attention to these mechanics. Please seek support from the *Writing Center* if needed.

Students using laptop computers during class sessions are expected to limit use to course-related subjects and materials. Cell phones and other electronic devices must be turned off or on vibrate during class time.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Some students may require a different approach to learning to achieve equal access to programs and services. Any student who needs accommodation (e.g. in seating arrangements, extended time for taking examinations, or note-taking) is encouraged to contact personnel at the Learning Needs and Evaluation Center (LNEC) 434-243-5180/Voice; 434-465-6579/Video; 434-243-5188/Fax. Students should provide them with appropriate medical or psychological documentation of his/her condition, if requested. Once accommodations are approved, it is the student's responsibility to follow-up with the instructor on logistics and implementation of accommodations to ensure a quality learning experience.

Students should contact the instructor immediately if they have difficulty accessing any course materials or participating in class activities. Accommodations for test-taking should be arranged at least 14 business days in advance of the test date. For

**more information, visit the UVa Special Needs website at
<http://www.virginia.edu/studenthealth/Inec.html>.**

Grading

Students in this course will be graded according to the following scale:

A+ 99-100	A 94-98	A- 90-93	B+ 88-89
B 84-87	B- 80-83	C 79 or below	C/NC credit/no credit

Note: The Curry School of Education requires a grade of B- or higher in all courses leading to a masters degree for all classes at the 500 course level and above. Students receiving course grades below B- must retake the course, or with the instructor *and* advisor's permission, plan and petition for an appropriate substitute. Students may petition for an exemption to this policy for relevant courses at the 500 level taken before the fourth year. (See *Curry School of Education Student Advising Handbook* for further explanation.)

Course Assessments

Assignment	Value (%)	Due Date(s)
In-Class Participation & Assignments (e.g. culture quilt 9/12; <i>Miss Agnes</i> reading activity 10/17, curriculum map 10/24)	10	On-going
Content Reading Q & A Assignments (4)	40	Sept. 12, Sept. 19, Oct. 3, Oct 10
Field Trip Reflection & Evaluation	15*	October 31 (can submit earlier)
Unit Outline & Lesson 1	10*	Nov. 7th
Unit (includes curriculum map & unit outline)	25*	Dec. 12

*rubrics are attached at the end of syllabus and are also on the course COLLAB site *

Description of Assignments

Class Participation & Collaborations (10%)

In Class: Participation is not only being present in body; it is a disposition and a willingness to participate in class activities. It includes, but is not limited to: reading assigned materials, preparing all class assignments on time, listening actively to fellow students, asking questions, and creating a positive learning environment. Students are encouraged to “take risks” to build on what they have learned. Unless you have made arrangements in advance with the professor, *class participation cannot be made up*.

Students will complete in-class writing assignments during the semester in which they provide critical reaction to course readings and assignments. Completion of weekly reading assignments will prepare students to respond effectively.

On-Line: Students may use the *Collab* on-line platform for a variety of tasks (e.g. posting ideas, suggesting resource materials that support K-6 lessons in social studies content areas). Students are expected to follow guidelines for designated number and length of postings, as well as meet deadlines for material submission.

Content Reading Question & Answer Assignments (40%)

The four (4) assignments are based on course readings and materials for teaching civics, geography, history and economics. You will make notes on the week's reading and bring them to class to discuss in large and small groups. Completed notes will be turned in at the end-of-class (and then returned to you at the next class). The format is designed to help you to synthesize your readings before the completion of your social studies unit. The instructor will provide a template to aid the reading / note-taking / discussion process. Grades of Credit (C) or no Credit (NC) will be given, based on completion, accuracy and thoughtfulness.

Field Trip Reflection and Evaluation (15%)

We will take a "field trip" this semester. You may attend the trip that the instructor arranges OR you may choose your own activity. After the trip, write a 3-page evaluation of the site/activity and your reflections on how this relates to social studies teaching and learning. In your evaluation, (1) briefly describe your experience, (2) choose one (1) elementary grade level, (3) identify specific VA-SOLs and NCSS Standards that this experience could support, and (4) provide examples of how you could use this site to teach concepts in at least two social studies disciplines. Submit a hard copy to the professor on the due date with appropriate documentation attached (e.g. brochure, ticket stub, receipt of attendance or souvenir). A scoring rubric is posted on COLLAB.

You must also post short general comments on the field trip experience to the *Collab* discussion group by the assigned date (1 paragraph max). This posting is required to complete the assignment. Further directions will be posted on the COLLAB site.

Examples of field trip themes are:

- **Citizen Action Project**
Participate in a new civic action activity, e.g. volunteering for a political party or interest group, observing a city council meeting, writing a letter to the editor or a local newspaper or office holder, volunteering at a shelter, participating in a community related organization. Research the relevant issues in advance; summarize the key issues and describe your research process in your written evaluation (*prior project approval required for all students*). **OR**
- **Multicultural/Global Culture.**
Inquire about a group in our society that you do not think you know much about or understand. Read and identify resources (e.g. literature, school library, local

expert) to help you study the group's culture and values. Then, try to talk to or interview a member of that group to understand their views on a current (educational) issue. If appropriate, visit a restaurant, museum, exhibit, church, synagogue, temple, cultural association meeting or school to complement your reading and discussion. Your decision process of selection/activity, the resources identified and your interview process should be described in your evaluation (***prior approval required for all students***).

Unit Plan Project

The class will develop units consistent with NCSS standards, using VA-SOLs as guidelines for a K-6 grade of your choice. With a partner, *you will develop an original (5) five-day unit plan of instruction that includes at least three (3) developed lessons.* Throughout the semester, you will complete various parts of this project and receive feedback from peers and the instructor.

Units must include:

1. **the use of technology**, either for teacher or student use. Feel free to discuss technology hardware, software programs and technology integration strategies with the instructor;
2. **an interdisciplinary component** integrating any of the following content: mathematics, science, language arts, specials (i.e. art, music, physical education), etc.;
3. **a TCI teaching approach**, and;
4. **literature**. There must be a reading component in at least two of the lessons.
5. **unit plan outline** (template provided - see COLLAB)

(1) Unit Lesson Plan (10%)

Write a complete Social Studies lesson plan (for one day of your unit). *Students are to use the lesson plan template provided on COLLAB.* A scoring rubric is posted on COLLAB.

Unit Fair & Final Unit Document (25%)

Participation in the Unit Fair is required. Students will prepare a short presentation that provides a brief overview of your unit to classmates. Student may have a presentation that is visual, has a sample of materials and/or uses technology (Interactive PowerPoint with videos or Prezi, Glogster, etc). Each presentation will have an allotted time and space for display. Classmates will "visit" displays to give each other written feedback that should be incorporated into final unit product. Unit fair logistics will be discussed in advance in class. A scoring rubric is posted on COLLAB.

The Unit

Organize the final unit assignment pages in a three ring binder or folder (no clear sleeves on pages) as follows:

- Title Page - title of unit, your name, grade level of unit, course number/title, date submitted
- Table of Contents - major divisions listed (with page numbers) – dividers or sections

- Unit Goal – long range, non-performance based: Essential Question(s) & Answer(s)
- Unit Rationale – Why are you teaching this unit? How will students gain ‘lifelong learning’ from completing this sequence of related activities?
- Class Profile - may be in original format or adapted to chart, graph or narrative
- Letter – explains the unit and how the parent/caregiver can support learning
- Unit Outline & Curriculum Map (graded assignment is inserted here)
- Lessons and supporting materials. (Each lesson must describe how instruction is differentiated based on the class profile).
- Three (3) unit assessments (pretest – one formative – summative/end-of-unit). You must create each assessment *and complete an example*. Include assessment tool (e.g. rubric) as well.
- Reference/Resource List – complete citations in APA format

Unit samples will be available during the semester for students to review; the instructor will also post photos of past unit fairs. A scoring rubric is attached to this syllabus and posted on COLLAB.

EDIS 5430 - Course Outline & Schedule – FALL 2013

Date	Topic	Readings	Assignments
Week 1 8/29	<p>The Elements of the Social Studies</p> <p>National & State Standards & Trends (policy/advocacy)</p> <p>Building Learning Communities</p>	<p><u>(in class)</u> Complete Student Info Sheet</p> <p>Altoff & Golston, <i>Standards: The best place to start</i> (NCSS Bulletin 12, pp. 5-13)</p> <p>TCI Standards Based Content, pp. 20-23</p>	<p>Visit CLIC & Clemmons Libraries</p> <p>Review syllabus & COLLAB site</p> <p>Brainstorm field trip choices</p>
Week 2 9/5	<p>Teaching All Students Today's Classrooms</p> <ul style="list-style-type: none"> • Culture Quilt • Discussion • Cooperative Learning 	<ul style="list-style-type: none"> • NCSS Position Statement (C) • Gay, CRT (C) • Parker, chps. 1 & 2 • Seefeldt, chps. 1 & 6 • TCI, Tolerant Classroom, pp. 99-122 	<p>Sign up for NCSS Smart Brief & read weekly</p> <p>View NCSS & syllabus websites (inc. Teaching Tolerance)</p>

Week 3 9/12	Teaching Civics: Content, Methods & Resources Lesson Examples	<ul style="list-style-type: none"> Avery, Tolerance (C) Fritzer & Brewer, chp. 5 Parker, chp. 3 Seefeldt, chp. 10 <p>Review www.tolerance.org</p> <ul style="list-style-type: none"> TCI, Response Groups, pp. 54-59 	Due: Cultural Quilt & Civics reading notes
Week 4 9/19	Teaching Geography & Global Connections: Content, Methods & Resources Lesson Examples	<ul style="list-style-type: none"> Bednarz et al (C) OR Fritzer & Brewer, chp. 3 Parker, pp. 138-145, chp 5 Seefeldt, ch. 8 About.com – Five Themes of Geography (C) TCI, SS Skill Builder, pp. 36-41 	Due: Geography reading notes
Week 5 9/26	Social Studies in the Field - No class today	<p>Broome & Grimes (C)</p> <p>TCI, Experiential Exercise, pp. 42-47 (for adaptation of field experience to classroom lesson)</p>	<p>Do field (trip) research (e.g. site visits, interviews, note-taking, photos etc) for reflection paper</p> <p>Confirm field topic choice with Prof. Grimes by 10/1/13</p>
Week 6 10/3	Teaching History: Content, Methods & Resources Lesson Examples	<ul style="list-style-type: none"> Barton & Levsitk, Chps. 1, 3, & 6 (C) Fritzer & Brewer, chp. 2 Parker, pp. 116-138 Seefeldt, chp. 7 Virginia's First Peoples (C) 	Due: History reading notes

		<p>Review National Archives website: http://www.archives.gov/education/ (C)</p> <p>TCI, Visual Discovery, pp. 30-35 TCI, Writing for Understanding pp. 48- 53</p>	
Week 7 10/10	Teaching Economics: Content, Methods & Resources	<ul style="list-style-type: none"> • Fritzer & Brewer, chp. 4 • Parker, pp.147-151 • Seefeldt, Chps. 9 & 11 <p>TCI, Experiential Exercise, pp. 42-47</p> <ul style="list-style-type: none"> • Wise Pockets Library- website (C) 	Due: Economics reading notes
	READING DAYS	October 12 - October 15	
Week 8 10/17	Literacy and the Social Studies: Curriculum Integration	<ul style="list-style-type: none"> • Altoff & Golston, chp. 2 • Barton & Levstik, chp. 10 • Parker, chp. 10 <ul style="list-style-type: none"> • TCI, Considerate Texts, pp. 66-74 • TCI, Graphic Organizers, pp. 75-79 	Due: Complete reading of <i>The</i> <i>Year of Miss</i> <i>Agnes</i>
10/19 10 am	Field Trip (optional)	Daughters of Zion Cemetary Charlottesville, VA	Prof. Lynn Rainville, guest instructor
Week 9 10/24	SS Planning #1: Year-Unit-Lesson (curriculum mapping)	<ul style="list-style-type: none"> • Estes, Mintz, & Gunter, chps. 2 & 3 (C) • Parker, chp. 8 • Seefeldt, Ch. 2 <ul style="list-style-type: none"> • TCI, Assessments, pp. 84- 98 	Due: Bring a school/district curriculum map to class
Week 10 10/31	SS Planning #2: Resources & Learning Learning Centers	Parker, chps.9 & 12 Seefeldt, chp. 3	Due: Field Trip paper

Week 11 11/7	Going Global: SS and International Issues / Current Events	Parker, chp. 6 Seefeldt, chp. 11 TCI, Problem Solving, p. 60-65	Due: Unit Outline & Lesson 1
Week 12 11/14	Unit Workshop (instructor feedback)	Bring unit resources to class Parker, chp. 11 Seefeldt, chp. 4 TCI, Processing Assignment, pp. 80-83	
Week 13 11/21	Guest Lecture & Teaching Demosstration	"Doing Social Studies" in Charlottesville (VA) Public Schools: Annie Evans, CPS Social Studies Coordinator	
Week 14 11/28	No class - Thanksgiving holiday		
Week 15 12/5	Unit Fair / Teaching Demonstrations Cross Curricular Connections and Course Evaluations		Unit Fair in the CLIC (Bavaro 3rd fl).
Exam Week	No class	Units Due: Thursday, Dec. 12th by 6:00 pm to Prof. Grimes' office (Bavaro 206-H)	

Note: This outline may change during the semester as needed.

EDIS 5430: Field Trip Experience Evaluation Guide

Scoring Rubric:

	20	15	10
Site Experience	Attends event and/or participates in activity and provides documentation	Attends event and/or participates in activity but does not provide documentation	
Summaries & Evaluation	Clear, complete description and reflection that is original, thoughtful and applies to teaching & learning	Adequate summary with some reflection that applies to teaching and learning	Incomplete or excessive re-telling of details with little reflection or connection to teaching and learning
NCSS & VA-SOL Connections	Identifies multiple NCSS and VA-SOL standards and two (2) more other content areas that relate to experience	Identifies a NCSS and VA-SOL standard and one (1) other content area that relate to experience	Incomplete listing of standard and little to no reference to other content area or the experience
Lesson Applications	Clear, pedagogical paths with activities that are age and grade appropriate	Some relation to content with activities that are age OR grade appropriate	Little relation to content with activities, and may not list age or grade level appropriateness
Mechanics	Nearly error-free in spelling and grammar with thorough proofreading	Few errors in spelling and grammar with evidence of proofreading	Frequent errors in spelling, grammar, punctuation – lack of attention to detail

Total Points: _____

Comments:



Lesson Plan Rubric: EDIS 5430 (pg. 1 of 2)

Evaluation of Lesson Plan	Exemplary	Proficient	Needs Improvement	Unacceptable
Lesson Goals and Aligned Objectives <i>Are the objectives explicit and aligned?</i>	Goals/Objectives are written in observable terms and are aligned with instruction and assessment and with SOLs	Goals/Objectives in observable terms, aligned with instruction; SOLs mentioned but not well connected	Goals/Objectives poorly written or statements of activities are not learning activities; SOLs may or may not be included	No mention of goals/objectives; SOLs not provided
Lesson Assessment <i>Is there evidence of informal/formal diagnosis/pre-assessment, formative/ongoing assessment, and/or summative assessment?</i>	Evidence of pre-assessment (diagnostic), formative assessment (ongoing feedback throughout), and/or summative assessment	Two of the three forms of assessment (i.e., pre-assessment, formative, or summative) clearly attempted	Assessment does not align with procedures	Unable to discern assessment
Lesson Procedures <i>Are the procedures clear and include appropriate strategies?</i>	Lesson procedures can be easily followed by another; strategies detailed; plan maximizes instructional opportunities	Clear procedures; evidence of deliberate instructional strategies; ample information for another to follow the lesson	Lesson procedures are unclear; strategies not made explicit	Unable to discern procedures
Preparation for Lesson <i>Are materials and resources needed for the lesson listed and attached?</i>	Resource list is complete and provides a clear picture of organization of materials	Resource list provided and adequate but could include more	Resources embedded into the lesson but not made explicit	No mention of resources/materials is provided to support the objectives of the lesson
Responsiveness to Student Needs <i>Is there evidence that the unique needs of the students are being addressed?</i>	Effort is evident of making connections to individual student needs (e.g., choices provided, student background relevant lesson feature, different ways of engagement)	Evidence or attempts at connections to students' needs but no systematic approach	Evidence of responsiveness to student needs unclear or makes use of stereotypes	No evidence of effort to make connections to student's academic, social, or cultural needs

<i>Instructional Technology</i>	Exemplary	Proficient	Needs Improvement	Unacceptable	Not Applicable – N/A
Use of Technology <i>Is there appropriate use of instructional technology included in the lesson?</i>	Planned technology use optimally supports instructional strategies and is strongly aligned with curriculum goals	Planned technology use supports instructional strategies and is aligned with curriculum goals	Planned technology use minimally supports instructional strategies and is partially aligned with curriculum goals	Planned technology use does not support instructional strategies and is not aligned with curriculum goals	The use of technology was not included for appropriate reasons