

**Eastern Mennonite University**  
**ED 231 Organizing for Learning Syllabus**  
**Fall, 2012**

|                 |                   |                 |      |                       |
|-----------------|-------------------|-----------------|------|-----------------------|
| Instructor:     | Ron Shultz, M.Ed. | Class Time:     | T/TH | 12:45-2:00 p.m.       |
| Office:         | CC 202b           | Class Location: |      | CC 203                |
| Phone (Office): | 540-432-4334      | Semester Hours: |      | 3                     |
| Phone (Cell):   | 540-820-1145      | Email Contact:  |      | ronald.shultz@emu.edu |

**Course Description:**

This course acquaints the prospective PreK-6 teacher with the complexities of teaching in the PreK-6 setting. Emphasis is placed on appropriate methods of teaching as decision-making for both short-term and long-term instructional planning, all aspects of classroom management, student record-keeping, and effective communication with parents and school personnel.

**EMU Teacher Candidate Performance Outcomes:**

*The following EMU Teacher Candidate Performance Outcomes provide the basis for the course outcomes.*

*The successful teacher candidate is able to:*

- Scholarship (S): acquire knowledge through the liberal arts, Core General Education Curriculum, and specialty area studies, and to organize and integrate that knowledge across disciplines and cultures.
- Inquiry (I): generate questions and use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.
- Professional Knowledge (PK): demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.
- Communication (C): acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.
- Caring (Ca): develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.
- Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

**Course Outcomes:**

*The successful teacher candidate in this course will:*

- Identify the relationships among national, state, and local guidelines to classroom curriculum practices (S, PK).
- Explain the progression of core curricula from yearly to monthly to weekly to daily individual lesson planning (S, I, PK).
- Demonstrate the use of effective instructional methods, including those in the musical performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve (S, I, PK).
- Demonstrate the ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline and maintain a positive learning climate that is clear, respectful of all student needs, and culturally responsive (I, C, Ca, L).
- Demonstrate the ability to effectively communicate and collaborate with colleagues, administrators, parents and community groups/agencies to support optimum learning and wellbeing for all students (C, Ca, L).
- Recognize and plan for classroom interaction and organizational patterns that ensure optimal learning experiences for all students (Ca, PK).
- Demonstrate a commitment to professional growth and continuous learning that includes appropriate analysis and personal reflection of current classroom practices (I, Ca, PK, L).

### **Required Texts:**

Eby, J., Herrell A., & Jordan, M. (2011) Teaching in the elementary school: a reflective action approach (5<sup>th</sup> ed.). NJ: Pearson.

### **Course Requirements:**

**1. Class Attendance & Participation (10%):** Active participation in the classroom setting is absolutely essential in order to gain full understanding of each concept we examine together. Five points will be earned for each class session attended and where active participation is observed.

**2. Reflections (10%):** Throughout the semester you will be writing approximately 7 reflections about assigned topics and readings and submitting them online in our class Moodle website.

**3. Classroom Design (15%):** You will create a sketch/model of your “ideal” classroom design for the elementary grade level of your choice. This will include key features such as desk & table arrangement, bookshelves, storage containers, centers, etc. – everything necessary for a fully functioning classroom. In addition, you will also include a 1-page rationale as to why you have placed the furniture and classroom necessities where they are located and for what purpose they will be used. Please refer to the ***Classroom Design Assignment Description & Rubric*** found on page 12 of this syllabus.

**4. Classroom Management Plan (15%):** Based on the classroom management research and strategies that we will examine throughout the semester, you will design a classroom management plan suited for either PreK-3 elementary students or grades 4-6 elementary students. This will also include a set of appropriate classroom rules that resonate with your own developing teaching philosophy. Please refer to the ***Classroom Management Plan Assignment Description & Rubric*** found in this syllabus.

**5. Curriculum Team Project (20%):**

You will present a grade level (to be assigned) team project using Power Point to share key content strands, including a yearly standards overview and a skeleton for an integrated unit design. Please refer to the ***Team Project Assignment Description*** and ***Rubric*** found on page 6-7 of this syllabus.

**6. Lesson Plan & Presentation (20%):** You will work with a partner to develop a content specific lesson plan (e.g. language arts, math, science or social studies) that integrates the teaching of music into your plan. The first draft of the lesson plan will receive feedback from your professor and peers, and then you and your partner will collaboratively refine and rewrite the lesson plan to submit for a grade. Together with your partner, you will then present the 20-minute lesson you have created to your peers. Please refer to the ***Lesson Plan Template & Rubric*** found on page 9-10 of this syllabus.

**7. Field Trip Plan (20%):** This assignment has 3 main purposes: (1) To help you become familiar with the amount of detailed “leg work” involved in the planning of a class field trip, (2) To help you become familiar with possible field trip venues in the surrounding area, and (3) to enhance your teacher communication skills with your principal, colleagues, and parents. You will design a “real” field trip, including the calculation of all costs involved, pre, during, and follow-up instructional activities for your students, and all communication necessary for pre-planning (e.g. letter of inquiry, proposal to your principal, parent letter/permission slip, colleague e-mails, etc.). Please refer to the ***Field Trip Plan Assignment Description & Rubric*** found on page 8 of this syllabus.

### Grading Scale:

|           |          |           |         |
|-----------|----------|-----------|---------|
| <b>A</b>  | 95 - 100 | <b>C+</b> | 77 - 79 |
| <b>A-</b> | 92 - 94  | <b>C</b>  | 73 - 76 |
| <b>B+</b> | 88 - 91  | <b>C-</b> | 70 - 72 |
| <b>B</b>  | 83 - 87  | <b>D</b>  | 64 - 69 |
| <b>B-</b> | 80 - 82  | <b>F</b>  | 0 - 63  |

### **Academic Support Services:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3<sup>rd</sup> floor of Sadie Hartzler Library, 432-4233.

### **Writing Tutors:**

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access [ASC Tutoring](#) (also accessible through myEMU).

### **Academic Integrity**

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

### **Turnitin**

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

### **Teacher/Student Communication**

Ongoing and reliable communication between students and the course instructor is imperative for success in the course. Regular postings will be made on Moodle regarding class assignments, however another important mode of communication is via your EMU email account. Please be sure to **check your email on a daily basis**, as will I, so that we are all working with the same up-to-date information.

### ED 231 Tentative Class Schedule, Fall 2012

| Class Date         | Topic & Class Activities                                                       | Assignments and Due Dates                                                                           |
|--------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Tuesday,<br>8/28   | Introductions and Review of Syllabus<br><br>Reflective Action in Teaching      |                                                                                                     |
| Thursday,<br>8/30  | Getting off to a good start<br><br>Classroom Organization                      | Read Ch. 1 (Eby, et. al)<br>Read Ch. 2, pp. 18-30, (Eby, et. al)<br><b>Pillowcase Presentations</b> |
| Tuesday,<br>9/4    | Classroom Design                                                               | Answer Discussion Forum Question #1<br><br>Work on Classroom Design project                         |
| Thursday,<br>9/6   | Classroom Procedures/Routines                                                  | Read Ch. 2, pp. 31-45, (Eby, et. al)                                                                |
| Tuesday,<br>9/11   | Classroom Rules and Management                                                 | <b>Classroom Design Project Due</b>                                                                 |
| Thursday,<br>9/13  | Classroom Management:<br>Restorative Discipline<br>Guest Speaker – Judy Mullet | Discussion Forum Question #2                                                                        |
| Tuesday,<br>9/18   | Parent/Teacher Communication:<br>Classroom Newsletters                         | Discussion Forum Question #3                                                                        |
| Thursday,<br>9/20  | Parent/Teacher Communication:<br>Conferences, Email, Phone Calls               | <b>Classroom Management Plan Due</b>                                                                |
| Tuesday,<br>9/25   | Making Sense of Standards<br>Begin Team Curriculum Project                     | Read Ch. 4 (Eby, et. al)                                                                            |
| Thursday,<br>9/27  | Curriculum Mapping                                                             | Continue work on Team Project                                                                       |
| Tuesday,<br>10/2   | Unit Planning                                                                  | Continue work on Team Project                                                                       |
| Thursday,<br>10/4  | Team Project Presentations                                                     | <b>Team Curriculum Project Due (Groups 1-3)</b>                                                     |
| Tuesday,<br>10/9   | Team Project Presentations                                                     | <b>Team Curriculum Project Due (Groups 4-5)</b>                                                     |
| Thursday,<br>10/11 | Lesson Planning:<br>Hunter's Model; 5 "E" Model;<br>and others                 | Read Ch. 3 (Eby, et. al)<br><br>* "Jesse T. Byler" Lecture on Sat., Oct. 13,@ 9 a.m.                |
| Tuesday,<br>10/16  | Lesson Planning:<br>Matching assessment to objectives                          | Partnered lesson plan work                                                                          |
| Thursday,<br>10/18 | Lesson Planning:<br>Differentiation and Integration                            | Partnered lesson plan work                                                                          |
| Tuesday<br>10/23   | <b>FALL BREAK ☺</b>                                                            |                                                                                                     |
| Thursday,<br>10/25 | Lesson Presentations                                                           | <b>Lesson Plan Project Due (Groups 1-3)</b>                                                         |

|                    |                                                              |                                                                                               |
|--------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Tuesday,<br>10/30  | Blood Borne Pathogens Presentation<br>Lesson Presentations   | Margaret Upton (EMU Health Services)<br><b>Lesson Plan Project Due (Groups 4&amp;5)</b>       |
| Thursday,<br>11/1  | Lesson Presentations                                         | <b>Lesson Plan Project Due (Groups 6-8)</b>                                                   |
| Tuesday,<br>11/6   | Reflective Teaching                                          | Answer Discussion Forum Question #4                                                           |
| Thursday,<br>11/8  | Assessing Students' Diverse Needs                            | Read Ch. 5 (Eby, et. al)<br><br>Answer Discussion Forum Question #5                           |
| Tuesday,<br>11/13  | Active, Authentic Learning                                   | Read Ch. 6 (Eby, et. al)                                                                      |
| Thursday,<br>11/15 | Teaching Strategies that Increase<br>Authentic Learning      | Read Ch. 7 (Eby, et. al)                                                                      |
| Tuesday,<br>11/20  | Learning Centers                                             | Answer Discussion Forum #6                                                                    |
| Thursday,<br>11/22 | <b>Happy Thanksgiving! ☺</b>                                 |                                                                                               |
| Tuesday,<br>11/27  | Cooperative Learning<br><br>Introduce the Field Trip Project |                                                                                               |
| Thursday,<br>11/29 | Active Discussions                                           | Read Ch. 8 (Eby, et. al)<br><br>Answer Discussion Forum #7                                    |
| Tuesday,<br>12/4   | Planning for Field Trips                                     | Work on Field Trip Plan                                                                       |
| Thursday,<br>12/6  | Creative Activities                                          | Read Ch. 9 (Eby, et. al), pp. 183 - 192<br><br><b>* Complete the online course evaluation</b> |
| Thursday,<br>12/13 | FINAL (1:30 – 3:00)                                          | <b>Field Trip Project Due</b>                                                                 |

## **ED 231 Grade Level Team Curriculum Project & Presentation Assignment Description & Rubric**

### **Purpose of this Assignment:**

Instructional planning is arguably one of the most important practices of teaching. It provides you with a road map or framework upon which to hang your lessons, your day, your month, your semester, and your school year. Although you cannot plan down to the last minute until you come to know your students and their actual learning needs, you CAN have a foundation in place that may be adjusted and tweaked accordingly. This assignment is designed to help you:

- Collaborate with your peers as a grade level team to plan curriculum in a manner that practicing teachers use
- Become familiar with the PreK-6 Virginia Standards of Learning (SOLs) for math, science, language arts, social studies, and music
- Design a skeleton outline of an integrated 2-3 week unit for your assigned grade level that includes math, science, language arts, social studies, and music
- Practice your teaching and communication skills by presenting the results to your peers

### **Components of this Assignment:**

Your team project should incorporate the following components into a 3-ring binder:

- The Virginia Standards of Learning (SOLs) for your assigned grade level for math, science, social studies, language arts and music. You may access these from the following web site: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)
- A Standards Overview table (grid) Include, in abbreviated form, the VA SOLs for math, science, social studies, language arts and music for your assigned grade level.
- A skeleton outline (in outline, chart, or table form) of a 2-3 week integrated unit for your assigned grade level that includes math, science, social studies, language arts and music. Your unit skeleton should include the following information:
  - Unit title, grade level, and time frame
  - The “Big Idea” or unifying theme of the unit
  - A separate description of a “Unit Attention Getter” to hook your students
  - A **short** Summary of each day, including:
    - The VA SOLs covered
    - Instructional activities
    - Assessments (formal & informal)
  - A separate description of a Culminating Activity that ties the unit together
  - A separate list of any resources you used (APA format)
- A PowerPoint presentation that explains your grade level, the topics covered by the VA SOLs for the 5 subjects, and your integrated unit description
- A 1-page handout (front & back if necessary) for your peers of your integrated unit skeleton (including the main theme, attention getter, list of resources and culminating activity) for use in their own future classroom

## ED 231 Grade Level Team Curriculum Project & Presentation Rubric

| Criteria                                  | Exemplary<br>3                                                                                                                                                                                             | Competent<br>2                                                                                                                                     | Does Not Meet<br>Expectations<br>1                                                                                                                                                             | Total<br>Weighted<br>Points |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>TEAM PRESENTATION</b>                  |                                                                                                                                                                                                            |                                                                                                                                                    |                                                                                                                                                                                                |                             |
| <b>Presentation Skills</b>                | Very well organized; presented in a logical, clear order; all team members participated equally; all were easily heard, made eye contact & engaged the audience well                                       | Mostly logical and clear; most team members participated equally; most were adequately heard, made eye contact, & attempted to engage the audience | Presentation was confusing with no apparent planning or logical order; one member obviously did the work; difficult to hear most/all presenters, poor eye contact, audience engagement lacking | ___ x 2= ___                |
| <b>PowerPoint &amp; Content Presented</b> | All slides were eye catching, creative, concise, clear, and directly supported the presentation; all major content from the 5 content areas included; description of unit thorough yet concise             | Slides supported the presentation; major content from the 5 content areas included; description of unit adequate                                   | Slides missing or overly wordy; several key aspects from the 5 content areas omitted; inadequate description of unit                                                                           | ___ x 4= ___                |
| <b>Handout</b>                            | Clear, concise, yet succinctly outlined into a chart listing all SOLs, activities & assessments; well written descriptions of unit theme, opening & culminating activities; reference list uses APA format | Outline of SOLs, activities & assessments; unit theme, opening & culminating activities included; reference list included                          | Confusing or partial list of SOLs, activities, assessments; opening and/or culminating activity inadequately described or missing; reference list not included                                 | ___ x 2= ___                |
| <b>TEAM PROJECT</b>                       |                                                                                                                                                                                                            |                                                                                                                                                    |                                                                                                                                                                                                |                             |
| <b>Standards</b>                          | All VA SOLs for each of the 5 content areas included; standards overview table/chart concise yet succinctly organized & user friendly                                                                      | All VA SOLs for each of the 5 content areas included; standards overview table/chart included but may be wordy or somewhat difficult to follow     | Some VA SOLs for the 5 content areas may be missing; standards overview table/chart very cumbersome, unorganized or not user friendly                                                          | ___ x 4= ___                |
| <b>Integrated Unit</b>                    | Clear, concise, yet succinctly outlined into a chart listing all SOLs, activities & assessments; well written descriptions of unit theme, opening & culminating activities; reference list uses APA format | Outline of SOLs, activities & assessments; unit theme, opening & culminating activities included; reference list included                          | Confusing or partial list of SOLs, activities, assessments; opening and/or culminating activity inadequately described or missing; reference list not included                                 | ___ x 5= ___                |
| <b>Comments:</b>                          |                                                                                                                                                                                                            |                                                                                                                                                    |                                                                                                                                                                                                | <b>Total Points: ___/51</b> |

## **ED 231 Field Trip Plan Assignment Description & Rubric**

This assignment has 3 main purposes: (1) To help you become familiar with the amount of detailed “leg work” involved in the planning of a class field trip, (2) To help you become familiar with possible field trip venues in the surrounding area (within a 100-mile radius), and (3) to enhance your teacher communication skills with your building administrators, colleagues, parents and community.

### Specific Instructions:

- Research some interesting places to visit within a 100-mile radius that would be a feasible place to take your students
- Develop a budget of ACTUAL transportation and admission costs (you must make some real inquiries either by e-mail or phone to find out this information) & calculate the cost per student (assume you have 25 students in your class)
- Develop a schedule of the day’s events
- Outline the pre-, during, and post-field trip instructional activities
- Develop the following formal, ERROR-FREE communications (may be in the form of an e-mail, letter, or phone script) to the following persons:
  - letter (or e-mail or phone script) of inquiry to the field trip site you will be visiting, asking all of the important information you will need to know
  - your building administrator, requesting permission to take the field trip. Provide a good rationale for taking this trip: Identify your reasons for wanting to go and cite the VA SOLs that would be met by this field trip, as well as the date, time, overall cost & per student cost
  - parents, providing purpose, details, and cost for their child for the trip
  - chaperones, stating expectations and important information they would need to know
  - letter (or e-mail or phone script) of confirmation to the field trip site you will be visiting
  - any other communication that may be necessary (such as bus transportation, e-mail to colleagues who may be involved, etc.)

### **RUBRIC:**

**A--Outstanding:** Very thorough feasible design including all elements of the assignment; is applicable to the content being taught; depth of thought and planning is quite evident. Communications are well written and error-free.

**B--Above Average:** Thorough feasible design including all elements of the assignment; is applicable to the content being taught; depth of thought and planning is evident in the design. Communications may have a few errors.

**C--Average:** Design had a limited scope and not completely feasible, although somewhat content appropriate. Some elements of the assignment need work or may not be included. Communications may have some errors or may be incomplete.

**D--Below Average:** Design exists but is not well thought out. Plan reflects potential problems in implementation and is not completely appropriate for the content. Several errors evident in communications and/or some missing.

**F--Not satisfactory:** Many elements of the design are missing; plan is not appropriate to the content; little evidence of thought (thrown together at last minute); most communications very poorly written or missing

**ED 231 Partnered Lesson Plan  
Assignment Description & Rubric**

| <b>Component</b>                                                                  | <b>Exceptional<br/>3</b> | <b>Competent<br/>2</b> | <b>Needs<br/>work - 1</b> | <b>Missing<br/>0</b> | <b>Weighted<br/>Points</b> |
|-----------------------------------------------------------------------------------|--------------------------|------------------------|---------------------------|----------------------|----------------------------|
| <b>Lesson Plan</b>                                                                |                          |                        |                           |                      |                            |
| Introductory Information                                                          |                          |                        |                           |                      | __x 2=__                   |
| Pre-Requisite Skills                                                              |                          |                        |                           |                      | __x 2=__                   |
| Instructional Objectives                                                          |                          |                        |                           |                      | __x 4=__                   |
| Assessment                                                                        |                          |                        |                           |                      | __x 2=__                   |
| Materials                                                                         |                          |                        |                           |                      | __x 2=__                   |
| Procedure                                                                         |                          |                        |                           |                      | __x 4=__                   |
| Differentiation                                                                   |                          |                        |                           |                      | __x 2=__                   |
| Self-Reflection                                                                   |                          |                        |                           |                      | __x 2=__                   |
| <b>Presentation</b>                                                               |                          |                        |                           |                      |                            |
| Time Limit                                                                        |                          |                        |                           |                      | __x 1=__                   |
| Speaking Skills                                                                   |                          |                        |                           |                      | __x 2=__                   |
| Engagement w/Peers                                                                |                          |                        |                           |                      | __x 2=__                   |
| Use of Visuals                                                                    |                          |                        |                           |                      | __x 2=__                   |
| Handout                                                                           |                          |                        |                           |                      | __x 1=__                   |
| <b>Comments:</b> <div style="text-align: right;"><b>Total Points: __/84</b></div> |                          |                        |                           |                      |                            |

# EMU Elementary Lesson Plan Format

PreService Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade \_\_\_\_\_

Subject/Topic: \_\_\_\_\_ Lesson Title \_\_\_\_\_

VA SOL(s) *Write out*

SPA(s) *Write out*

## **Task Analysis of Skills/Knowledge:**

**Prerequisite:** *What do students need to know before the lesson in order to be successful?*

**Essential:** *As a result of this lesson, what new knowledge/skills are they obtaining?*

**Desired/Enrichment:** *How can this new knowledge/skills be used to extend their thinking in a new situation?*

## **Instructional Objectives(s):**

*State in observable & measurable terms, using the ABCD format, the outcomes/learning that will occur as a result of this lesson.*

## **Assessment**

*How will you determine/record if each student met the objectives of this lesson? (diagnostic/formative/summative)*

## **Materials**

*List all necessary materials & equipment both teacher and students will need for this lesson.*

**Anticipatory Set:** *What will you do or say to gain student attention or focus on the lesson? Write out verbatim.*

## **Procedure**

*Instruction: This is the step-by-step process you will follow while teaching, including:*

*Pacing: identify allotted times for each step.*

*Content Notes: material you are teaching (vocabulary, etc.)*

*Questioning: write out verbatim (consider level)*

*Guided Practice: activities in class that students are engaged in*

**Independent Practice:** *Activities that you assign to students in order to reinforce the concepts you have taught*

**Closure:** *What will you do or say to bring closure to the lesson (referring back to the instructional objectives)? Write out verbatim.*

## **Self-Reflection:**

*This is to be completed after the lesson is taught. Did students meet the intended objectives? What went well in the lesson that helped with student learning? What could have gone better? What will you do differently?*

## **Differentiation:**

*What adaptations will be made to the instructional objectives for students with diverse needs?*

*What alternative assessments will be needed?*

*Will materials need to be adapted?*

*What procedural adaptations will be required?*

*Were adaptations in all areas and for all learners sufficient and successful?*

## **ED 231 Ideal Classroom Design Assignment Description & Rubric**

You will create a sketch or model of your “ideal” classroom design for the elementary grade level of your choice. This will include key features such as desk & table arrangement, bookshelves, storage containers, centers, etc. – everything necessary for a fully functioning elementary classroom. In addition, you will also include a 1-page rationale as to why you have placed the furniture and classroom necessities where they are located and for what purpose they will be used.

### Specific Instructions:

- Using the computer, graph paper, or sketch paper, draw a “blueprint” of your ideal classroom or you may create a physical model, including:
  - teacher desk & furniture (e.g. file cabinet, computer desk, etc.)
  - student desks
  - bookshelves
  - storage units/closets
  - learning centers
  - student computers
  - cabinets, countertop, sink (if applicable)
  - student cubbies/hooks
  - other tables, chairs, or furniture for student use
- label the items on your sketch so it is obvious what items are to be stored where (e.g. math manipulatives, science equipment, reading books, textbooks, supplies for students, etc.)
- write a 1-page (minimum) description of why you have arranged things as they are (think about accessibility, traffic flow, safety, user friendliness, etc.)

### **RUBRIC:**

A—**Outstanding:** Very organized, user-friendly classroom design that includes all elements of the assignment; depth of thought and planning is quite evident; excellent traffic flow with many creative aspects evident; sketch is very neat & easy to read & follow; explanation of materials and use of space well written and very easy to understand

B—**Above Average:** Organized classroom design that includes all elements of the assignment; depth of thought and planning is evident; good traffic flow with several creative aspects; sketch neat & easy to read; explanation of materials and use of space easy to follow

C—**Average:** Classroom design somewhat organized but may have some traffic flow problems; all elements of the assignment included but may need work; sketch could use some work and may not be easy to follow; explanation of materials and use of space could use further revisions to make it more clear

D—**Below Average:** Classroom design somewhat haphazard and not well thought out; several traffic flow problems; several elements of the assignment missing or incomplete; sketch needs major revisions; explanation of materials and use of space very brief and hard to follow

F—**Not satisfactory:** Classroom design attempted but many elements of the assignment are missing; little evidence of thought with many traffic flow problems; sketch very messy and hard to read (thrown together at last minute); explanation of materials and use of space very brief & hard to follow and/or missing

## **ED 231 Classroom Management Plan Assignment Description and Rubric**

You will design a classroom management plan suited for either PreK-3 students or grades 4-6 elementary students based on the various models we will examine, your own personal experiences, and your developing teaching beliefs. This plan will also include a set of appropriate classroom rules that are developmentally appropriate and resonate with your own teaching philosophy, as well as a letter explaining the plan to your students' parents.

### Specific Instructions:

- Indicate the grade level for which this plan is intended.
- Begin with a 1-page (minimum) rationale discussing why you have developed this particular plan and set of rules. Include in your rationale what you believe about the teacher, the school, the parents and the student in regard to the level of responsibility in management and learning. Indicate the research base upon which you base your beliefs and provide proper APA citations.
- Develop a classroom set of rules (approximately 5) suitable for posting in your classroom that are developmentally appropriate and aligned with your own personal teaching philosophy (you do not need to actually write them on poster board; but write a copy of what you would actually post in the classroom).
- Develop the positive and/or negative consequences associated with your rules.
- Describe a classroom management plan that you feel would be workable for this age group and that would resonate with your own personal teaching philosophy. Keep your audience in mind when developing this plan: it must be easily understood by your students and simple to implement.
- State how you will attempt to prevent misbehavior, support positive behavior, and how you will take corrective measures.
- Describe the classroom climate you hope to maintain through implementation of this plan.
- Write a 1-page letter (maximum) to your students' parents that outlines your classroom management philosophy, your plan, including rules and consequences, and a place for the student's and parent(s)' signatures. This letter should be friendly, upbeat, succinct, and free of errors.

### Rubric:

- \_\_\_/10 Rationale clearly states your beliefs about students', teacher's, school's & parent(s)' responsibilities regarding classroom management and learning. Reference is made to classroom management theorists whose work informs your philosophy. APA citations included as necessary.
- \_\_\_/5 Each section of the classroom management plan shows consistency, careful thought; evidence of incorporation of information and management strategies discussed in class.
- \_\_\_/10 Set of classroom rules and consequences included that reflect your personal teaching philosophy
- \_\_\_/5 Prevention, support and corrective measures indicated
- \_\_\_/5 Description of desired classroom climate is realistic and authentic
- \_\_\_/15 Parent Letter clearly states the classroom management model in a friendly, upbeat, professional tone; one-page limit maintained; no errors of writing convention; educational jargon absent; easy to read and understand; invites parent response (if desired); signature lines included

### **Total:**

\_\_\_/50 points