College of
EDUCATION & HUMAN DEVELOPMENT MASON

SOCIAL
JUSTICE

RESEARCH-BASED
PRACTICE

INNOVATION

CORE
VALUES

ETHICAL
LEADERSHIP

COLLABORATION

Promoting Learning & Development Across the Lifespan

EDUC 672-001, CRN 71464
Human Development and Learning: Secondary Education
3 credits Fall Semester 2017
Mondays, 7:20-10:00, Thompson Hall 1018 Fairfax

Faculty
Name: Dr. George Banks
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Course Description

Prerequisites/Co-requisites

None

University Catalog Course Description

EDUC 672 explores the processes that influence the intellectual, social, emotional and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment and how technology supports teaching and learning.
Course Overview

Not Applicable
Course Delivery Method

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone. The class will involve large and small group work, and individualized work on the online discussion link on Bb. The online discussions are to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
  Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Internship Requirements

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING
Since 2015, internship applications must include **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests:
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only…see link below)
- ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
- Praxis II (content knowledge exam in your specific endorsement area)

For details, please check http://cehd.gmu.edu/teacher/test/

ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – **NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

<u>PLEASE NOTE</u>:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

<u>APPLICATION</u>
The internship application can be downloaded at <u>http://cehd.gmu.edu/teacher/internships-field-experience</u>

<u>DEADLINES</u>
<u>Spring 2018 internship application deadline:</u>

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **<u>don't wait</u>** - please contact your advisor or the Clinical Practice Specialist at <u>internsh@gmu.edu</u> Please be sure to include your G# and program/content area information in your email.

<u>This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.</u>

Relationship Between Learner Objectives or Outcomes and Conceptual Framework Core Values

Learner Objectives	Conceptual Framework Core Values
1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by watching an adolescent movie, interviewing an adolescent and teacher, and analyzing these characteristics in three five-page research papers.	Research based practice Ethical Leadership Social Justice
Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by analyzing individual case studies.	Research based practice Social Justice Ethical Leadership
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies	Research based practice Ethical Leadership Innovation Social Justice
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Research based practice Collaboration Ethical Leadership Innovation
Students will demonstrate an understanding of the process of creating a learning environment in which adolescents construct knowledge, access prior knowledge, engage in problem solving, and add information to social/environmental scaffolding through successfully analyzing case studies and analysis of peer-reviewed, data-based research shared with classmates on Bb.	Research based practice Ethical Leadership Collaboration Innovation Social Justice

Professional Standards
Not applicable

Required Textbooks:

Steinberg, L. (2017). *Adolescence.* New York: McGraw-Hill. (LS)
Ormrod, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology.*
        Upper Saddle River, NJ: Prentice Hall.   (O & M)

Other articles and handouts will be posted on-line on Bb. The site for our course is at
http://mymasonportal.gmu.edu.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy)

TK20 Requirements
Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TK20 (regardless of whether the course is an elective, a one-time course or part of an undergraduate minor). Candidates will access TK20 links for each PBA on Blackboard. Evaluation of the PBA by the course instructor will also be completed in TK20. Failure to submit the assessment to TK20 will result in the course instructor reporting the course grade as Incomplete (IN), even if the candidate has submitted the assessment as a hard copy or via email. Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

1. Classroom Participation and Attendance Policy: Due to the importance of classroom
 presentations and classroom discussion (including case studies) to your total learning experience,
 attendance and participation are important. Readings must be completed <u>before class</u>.   Attendance
 and participation (including Bb assignments) make up 10% of the grade. If you must miss a class,
 notify the instructor (preferably in advance), and you are still responsible for completing all
 assignments and readings for the next class. You are responsible for getting assignments in on time
 and catching up if you are absent. [Anyone missing more than two classes should see the instructor to
 discuss dropping the class.]

2. **Written Assignments:** All written assignments must be completed on a word processor.
Assignments are to be turned in as **hard copy on the date due with the rubric attached.** If you are
absent you need to make arrangements to get the assignment to the instructor. There is a 20% late
penalty for late assignments, unless arrangements have been made, at the discretion of the instructor.
In addition, all work submitted in this course must be your own or attributed to the proper author using
the appropriate research reference format (APA).

3. Oral Group Presentation: Students will be assigned to groups of no more than four students.
Each group will select a chapter from the book, additional research and readings related to the topics in
the chapter to present to the class. Research cited in the presentation should reflect data based research
in adolescent development. The oral presentation includes both a description of a developmental theory
that underlies the research cited and an interactive activity for the class that demonstrates application of
the theory in classroom instruction. The presentation should last 20-40 minutes (be mindful of the time
limit) and should include use of **power point** to present information. The power point should be sent

to the instructor at least two days prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point. (20 points)

4. Assignments:
Assignment #1 (individual)
Students will choose an adolescent novel from the list below to read and analyze. Options include: *The Book of Trees, The Brothers Torres, I Will Always Write Back, Wintergirls, The Secret Life of Sonia Rodriquez, Fan Girl, Marcelo in the Real World, Enrique's Journey, Revolution, More Happy Than Not, Artichoke's Heart, Thirteen Reasons Why, Muchacho, Right Behind You, The List, Awaken, Burned, Birthmarked, Diamond Boy, We All Looked Up.*

Students will analyze issues of acceptance, self-concept development, peer relations, relationships with adults and/or personal values and goals. Students will explore how to engage adolescents in discussion and activities around these issues within the context of a content area class. Students can choose a content area context to focus the implementation of the discussion and activities. Students will write a five-page paper that describes the issues in the novel with relation to adolescent development, and a description of five activities that could be implemented in a content area context. Remember to cite the book appropriately. (10 points)

Assignment #2 – Independent Analysis of Case Study (Cases 11 and 36)
(can be done with a partner)
Students will be assigned two case studies to <u>compare</u> and <u>analyze</u>, supported by information presented in the Steinberg text that describes adolescent development (e.g.—physical, social/emotional, cognitive and motivation). The comparison/analysis should also include a discussion of how the characteristics presented in the case studies would influence classroom strategies you would use. You need to cite the text to support your analysis with necessary citations in APA format. The analysis of the two case studies and teaching applications should be at least five pages in length (total). (10 points)

Assignment #3 - Interview an Adolescent (can be done with a partner) Interview an adolescent about how motivation affects his/her learning and behavior. That is, what motivates this student to succeed? Also, interview a teacher about motivational techniques that work in the classroom. The student and teacher do NOT need to be in the same classroom. The interview and analysis should result in a paper that shows a connection between information gained from the interview with motivation, social/cognitive and cognitive development. Students need to present teaching strategies that support positive motivation and engagement in classroom instruction, with a connection to theory and research discussed in class, in a paper at least five pages in length. References should be cited from the Steinberg textbook and other research discussed in class. (10 points)

5. Bb assignment (individual)

Students will participate in a two-part Bb discussion (out-of-class). **Part I** involves summarizing a peer-reviewed, data-based research article related to adolescent literacy development, risk-taking behavior, homelessness, career awareness, adolescent pregnancy, and/or self-destructive behaviors such as self-mutilation or gang-involvement. Students will also post suggested strategies for how to learn if adolescents are facing that issue and how to help adolescents cope with the issue in a classroom setting. All students will read the discussion board posts of others and be prepared to discuss in class. Make sure to include the full reference in APA format for the article on Bb. **Part II** of the Bb assignment is to view a presentation by Dr. George Banks to the U.S. Department of Education regarding minority student achievement. Students will summarize the main points of the presentation, and then post three applications of the points made in the presentation to the student's own teaching. (10 points)

6. Application Project (PBA) (must be individual and submitted to TK20)
Students will create a composite description of a typical adolescent that may be encountered in a general education classroom. 1) Students will describe the physical, social/emotional and cognitive/language development of the adolescent, and resources available in the home, school and community. 2) Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. 3) Teaching strategies for meeting the needs of the adolescent within a classroom will be described. 4) Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. All strategies will be supported by at least two research references for each set of strategies (six references total) **and** the textbook, in APA format. (30 points)

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through

Commitment to key elements of the profession
        Promoting exemplary practice
        Excellence in teaching and learning
        Advancing in professionalism
        Engagement in partnerships

Commitment to honoring professional ethical standards
- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice
- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation

Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

Commitment to being a member of a learning community
- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to democratic values and social justice
- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

Course Schedule

Date	Topic/Assignments

8/28 Introductions, goals for the semester
Research Strategies, text, Introduction
Education Overview
Reading: (LS) Ch 1 and 2
Case Study 40 O & M

9/4 **Labor Day Holiday – NO CLASS**

9/11 **Meet at Gateway Library** (Instruction room 228)
Bring rubric for Bb Assignment Part I
Explore use of databases orientation
Explore data-based research articles for posting on Bb
Reading: Case Study 37 O & M

9/18 Discussion of Biological and Cognitive Transitions
Choose chapter for group presentation
Small group discussion of Case Study 40 O & M
Case Study 24 and 48 O & M

9/25 **Out of Class Bb assignment Part I**
Summarize a research article on a topic related to adolescent development and post on
Bb by midnight 9/25. Read other posts for class discussion on 10/2.
Reading: (LS): Ch 3
Case Study 25 O & M

10/2 Social Transitions
Group presentation: Ch 3
Small group discussion of Case Studies 24, 48, 37 and 25, O & M
Discussion of Bb postings
Reading: (LS) Ch 4

10/9 **Columbus Day Holiday – NO CLASS**
10/10 Class Meets
Families
Group Presentation: Ch 4
Assignment #1 Due (attach rubric)
Reading: (LS): Ch 5
Case Study 26 O & M

10/16 Peer Groups
Group presentation: Ch 5
Discussion of Case Study 26 O & M
Reading: (LS): Ch 6
Case Study 33 O & M

10/23	Schools
	Group Presentation: Ch 6
	Assignment #2 Due (attach rubric to hard copy)
	Discussion of Case Study 33 O & M
10/30	**Out of Class assignment on Bb (Part II)**
	Post summary of presentation by Dr. George Banks on YouTube
	(all three parts) and three suggested strategies to apply the points
	presented. Post by midnight 10/30 on Bb. Read other posts for class discussion on 11/6
	Reading: (LS): Ch 8
	Case Study: 41 & 47 O & M
11/6	Identity
	Group Presentation: Ch 8
	Discussion of Case Study 41 and 47 O & M
	Reading: (LS) Ch 13
11/13	Psychosocial Problems
	Group Presentation: Ch 13
	Assignment #3 Due (attach rubric to hard copy)
	Reading: (LS) Ch 9
11/20	Autonomy
	Group Presentation: Ch 9
	Reading: (LS) Chs 6, 7 and 12
11/27	Leisure, Work and Achievement
	Group Presentation: Ch 12
	Building Education and the Community
	(Chs 6,7 and 12)
12/4	**Application Project Due (PBA) attach rubric to hard copy and**
	Submit to TK20 by midnight
	Teaching Adolescents in the Real World
	Wrap up
	Course Evaluations

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/).

Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Faculty reserves the right to alter the schedule as necessary with notification of students. Therefore, it is necessary for students to regularly check the course Bb.

EDUC 372/672 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT

Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human Growth and Development	Does not meet Expectations (0 points)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional and cognitive language development and home/school community resources	Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development	Includes only two of the following characteristics physical, social/emotional, and cognitive language development	Includes all required characteristics of whole adolescent but not the home/school/community context	Includes all required characteristics of whole adolescent and home/school/community context child lives in
Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values and goals	Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references	Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references	Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.	Includes strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text

	Does not meet Expectations (0 point)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding of the process of creating a learning environment and strategies for meeting the diverse needs of adolescents in a classroom setting	Strategies described to address the needs of adolescents in the classroom are not aligned to described needs	Strategies are accurate but only one is described	Strategies are accurate and between 1-3 are described with data-based references and text to support	Four or more strategies are described for meeting the needs of adolescents in a classroom setting with data-based reference and text to
Design authentic assessment strategies to measure classroom learning and transfer outside of school	Assessment strategies are not designed to inform instruction	Assessment strategies have potential to inform instruction but are not authentic and do not have data-based	More than one authentic assessment strategy is included to measure classroom learning only and with data-based	More than one authentic assessment strategy is included to measure classroom learning which transfers outside of school and
Include six data-based references (in addition	1-0 references and the text	3-2 references and the text	4-5 references and the text	6 references and the text

Total points = 15 Mastery points
30 Course points

EDUC 672   Rubric   Assignment #1 Novel Analysis
Name:

____/6   Describe how adolescent developmental characteristics are portrayed in
                the novel

____/4   Present analysis in a five-page paper in APA format with references

Total: /10

Comments:

EDUC 672   Rubric   Assignment #2   Analysis of Case Studies 11 & 36
Name:

___ / 3   Describe and compare the physical, social/emotional, and cognitive
            development of case study students

___/ 4   Describe classroom strategies that would engage the adolescents in classroom
            learning

___/ 3   Analysis is at least five pages long with supporting references (total for two
            case studies)

Total: /10

Comment:

EDUC 672   Rubric   Assignment #3   Interview of Adolescent and Teacher

Name:

___/2   Interview questions and summary of responses from adolescent and teacher

___/3   Describe the connection between information gathered through the
                interview and motivation

___/3   Description of teaching strategies that support positive motivation and
                engagement in the classroom

___/2   Paper is at least five pages in length, APA format with references

Total: /10

EDUC 672/372   Rubric   Group Presentation
Names of presenters:

____ /5 Five scholarly references in APA format cited in presentation and on last slide

____/7   Description of the theory

____/5   Interactive activity that demonstrates application in the classroom

____/3   Use of PowerPoint to make presentation

Total: /20 points

Comments:

EDUC 672/372　　　　　Rubric　　　　Bb Assignment Part I
Name:

____/2.5　　　Summarize data-based, peer-reviewed research article and
　　　　　　　post by deadline

____/2.5　　　Present at least one strategy for determining issues adolescents may
　　　　　　　experience and at least one strategy for relating to adolescents in a
　　　　　　　classroom setting

Total:　　/5

EDUC 672/372   Rubric   Bb Assignment   Part II

Name:

View video of Dr. George Banks on YouTube

____ 2.5 Summarize the main points of Dr. Banks' presentation

____ 2.5 Describe three implications for teaching diverse students, based on points
          made in the video presentation.

Total: /5