## MASTER SYLLABUS

**Red = Non-Negotiable, set by Lead of this Course & ELE Program**

**Blue = Negotiable—please discuss changes with Lead of this Course**

* **Remove color-coding before use with students**
* **Feel free to adapt this format to suit your needs**

# TCH 258: Social Studies Methods

## Illinois State University

**School of Teaching & Learning**

**Elementary Education Program**

***Instructors Please Note: All italicized notes on this generic syllabus are for your information only, and should be removed from the syllabus that you actually distribute to students!***

|  |  |
| --- | --- |
| **Instructor** | **Sections** |
| Office:  Phone:  E-mail:  Office hours: | Location:  Day:  Time: |

**I. CATALOG DESCRIPTION & PREREQUISITES**

Methods essential to effective K-9 social studies instruction. Focuses on current directions, research, and individual needs of diverse student populations. 3 Semester Hours.

*El Ed maj only. Sr standing. C&I 208 and 209 req. Conc reg in 211, 257 req. Conc reg C&I 233.01 and EAF 228 or 231 or 235 rec.  2.50 maj and overall GPA. Adm to Prof Studies.*

**II. COURSE OVERVIEW**

      This course will help prepare candidates to become effective social studies educatorscapable of teaching elementary students the content knowledge, the intellectual skills, and the civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and social studies software will be an integral element throughout the course.

The clinical experience component of this course provides the candidate with extended opportunity to observe, teach, and create lessons in one-to-one, small-group, and whole class situations for students across a wide range of abilities; to employ classroom management techniques; to demonstrate competencies with classroom technology and a variety of learning aids; to observe and collaborate with practicing teachers, school administrators, parents, community organizations and attend professional development programs.

**Realizing the Democratic Ideal**: This course fosters the intellectual and ethical commitments reflected in Realizing the Democratic Ideal, as candidates practice contagious intellectual enthusiasm and courage enough to be creative while demonstrating and applying knowledge of theory and practice in the teaching of social studies through in a democratic and multicultural classroom. Students learn to collaborate ethically and effectively with others while practicing sensitivity toward the varieties of individual and cultural diversity in developing respect for learners of all ages, with special regard for children and adolescents.

**IV.   COURSE OBJECTIVES *[Instructors Note: these course objectives may not be changed or omitted. They may be added to if you choose to have additional requirements for your section]***

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Objectives: Students will…** | **\*IPTS** | **\*\*ACEI** | **\*\*\*RDI** |
| 1. Candidates will demonstrate their knowledge, understanding, and use of major concepts and modes of inquiry from social studies in their preparation of developmentally appropriate instructional plans for teaching social studies in the elementary grades. | 1I, 1J, 2B, 2C, 2D, 2E, 2G, 2H, 2I, 2J, 2K, 2M, 2N, 2P, 2Q, 3A, 3B, 5B, 5D, 9G | 2.4, 3.1, 3.2, 3.5 | EC1, IC1, IC2, IC3, IC4 |
| 2. Candidates will demonstrate the ability to apply a variety of instructional strategies for the teaching of elementary social studies to diverse learners. | 2I, 2J, 2L, 2M, 2N, 2O, 2P, 2Q, 3Q, 5B, 5E, 5I, 5K, 5L, 5M, 5S, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6S, 9A, 9G | 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2 | EC1, EC3, IC1, IC2, IC3, IC4, IC5 |
| 3. Candidates will demonstrate competencies in creating multicultural perspectives and democratic classroom practices necessary for developing effective citizenry. | 1A, 1F, 1K, 1L, 4A, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4N, 6S | 2.4, 3.2, 3.4, 3.5, 5.1 | EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC5 |
| 4. Candidates will demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, artifacts etc.) and technologies for organizing, analyzing, displaying and interpreting social studies information. | 2F, 2I, 2J, 2L, 2M, 2O, 3E, 3N, 5C, 5E, 5N, 5O, 6J, 9A | 2.4, 3.1, 3.2, 5.2 | EC1, EC3, IC1, IC2, IC3, IC4 |
| 5. Candidates will develop and use a variety of formative, summative, and self-reflective assessment techniques in the planning and implementing of elementary social studies instruction. | 1H, 3G, 3J, 3M, 4E, 4H, 4Q, 5G, 5H, 5J, 5P, 6K, 7A, 7B, 7D, 7E, 7F, 7G, 7I, 7J, 7K, 7L, 7M, 7O, 7Q, 7R | 2.4, 3.2, 4.0 | EC1, EC3, IC1, IC2, IC3, IC4 |

       \* Illinois Professional Teaching Standards

\*\* Association for Childhood Education International

                      \*\*\* Realizing the Democratic Ideal (ISU Teacher Ed. Conceptual

                                Framework)

***V.     TOPICAL CONTENT OUTLINE  [FYI: remove from student copy]***

***I. Introduction to Social Studies Education***

*A.*    *What is social studies and a rationale for teaching it.*

*B.  Professional organizations and journals*

*C.*    *NCSS Curriculum Standards for Social Studies*

*D.*   *Illinois Learning Standards*

***II. Instruction in the Social Studies***

*A.**0rganizing social studies content for instruction*

*a. expanding horizons*

*b. spiral curriculum*

*c.* *issues-centered/problem-based approach*

*d. core knowledge approach*

*e. integrated curricula*

*i.*      *social studies and literacy*

*ii.   social studies and mathematics*

*iii.  social studies and science*

*iv.  social studies and the arts*

*B.**Elements of the social studies curriculum*

*a.*     *facts –information transmission*

*b.*     *concepts—the development of critical ideas and*

*understandings*

*c.*     *skills—map skills, data organizing skills, research skills,*

*computer skills, social/cooperative skills, decision-making*

*skills*

*d.*     *generalizations—general and widely applicable, transferable*

*truths/principles*

*C. Matching content with appropriate teaching models*

*a.*         *information transmission through direct instruction*

*i. written, oral, and graphic explanations and aids*

*ii. advance organizers*

*iii. monitoring student understanding and practice*

*iv. using mnemonic strategies to aid retention*

*b.   concept development lessons*

*i.  experiential & sensory activities: physical*

*manipulations construction, simulations,*

*role-playing, etc.*

*ii.   inductive and deductive tasks*

*iii.   Taba's Concept Formation*

*iv.   discussion models*

*c.  skill development lessons*

*i.   free exploration*

*ii.   guided practice*

*iii.   independent practice*

*iv.  product development*

*d.  generalization development lessons*

*i.*     *guided discussion*

*ii.   reflective discussions*

*ii.*     *inductive tasks*

*D. Planning for Instruction*

*a.  selecting instructional strategies that promote*

*cooperative and collaborative learning*

*i.*     *role-playing*

*ii.*     *simulations*

*iii.*     *model construction/illustration activities*

*iv.*     *dramatic interpretation*

*v.*     *guided & reflective discussions*

*vi.*     *debates*

*vii.*     *inquiry/discovery/problem-solving projects*

*viii.*     *games*

*ix.*     *interviewing*

*x.*     *service learning*

*d.    incorporating information technologies into the*

*instructional experience*

*i.    data collecting & analysis*

*ii.    searching the Internet*

*iii.    e-mail and electronic communications*

*iv.    identifying appropriate software*

*v.    designing and using WebQuests*

      *E.  Effective Assessment in the Social Studies Classroom*

*1. pre-assessment, formative assessment, and summative assessment*

*2. methods and tools of assessment*

*a.*     *observing*

*i.  checklists*

*ii.  rating scales*

*iii. anecdotal records*

*c.    interviewing*

*d.    tests*

*i.   standardized*

*ii.  teacher-made*

*e.    performances/products/projects/*

*i.   Alternative Assessment Projects*

*ii.   developing rubrics*

*f.    journals, learning log,*

*g.    portfolios  and self-assessments*

*F. Unpacking the Subject Areas of Elementary Social Studies*

*1. History*

*a.*     *multicultural perspectives on our history*

*b.*     *developing historical thinking skills through inquiry: tools*

*and activities*

*i.  chronological thinking*

*ii.  historic comprehension*

*iii.  historic analysis and interpretation*

*iv.  inquiry and  research capabilities*

*v.*     *historic issues-analysis and decision-making*

*c.*     *finding the story in history through inquiry*

*i.  primary source documents*

*ii.  oral history*

*ii.  history and literature*

*iii. drama and creative writing activities*

*iv.  history software programs*

*d.    developing historic generalizations*

*e.   using field trips and in-class presenters to teach*

*history*

*2. Geography*

*a.    the five themes of geography*

*b.    Geography for Life Standards*

*c.    key elements of maps and globes*

*d.    map and globe concepts and skills by grade level*

*i.  projections and distortion*

*ii.  interpreting map keys and symbols*

*iii.  determining direction  --  longitude and latitude*

*iv.  measuring distance*

*v.  interpreting map data to make decisions*

*e.* *using GIS and different kinds of maps for different*

*information*

*f. information technologies and generating charts, tables,*

*and graphs*

*g. creating and teaching with culture trunks*

*h. utilizing community cultural informants*

*i.  virtual field trips*

*j.   developing and using geographic generalizations*

*k.    teaching for global sustainability: Facing the Future*

*3.  Economics*

*a.  key economic concepts for elementary grades*

*b.  economics generalizations that can be used to organize*

*and develop elementary economics lessons*

*c.   children’s books that illustrate economics principles*

*d.   authentic economics activities for elementary grades*

*e.   career education*

*i. Internet resources*

*ii. family and community resources*

*4.  Citizenship*

*a.  what is citizenship education?*

*b.  democratic values/democratic schools.*

*c.  multiculturalism in a democratic society*

*d.  civic action in a democracy, and in a global village*

*e.  managing conflicts*

*f.   moral reasoning and dilemma discussions*

*g.   teaching about controversial issues*

*h.   teaching the Constitution and the Center For Civic Education*

*i.   caring community and teaching empathy*

*j.   law-related curriculum materials and the case study approach*

*k.   We the People*

*i.    teaching prosocial skills*

*ii.    sharing circles*

*iii.    strategies for developing empathy*

**VI.   REQUIRED AND SUGGESTED READINGS**

**Required Text (Instructor may choose from the following alternatives)**

Boyle-Baise, M., & Zevin, J. (2009). *Young citizens of the world*. New York: Routledge.

Grant, S. G., & Vansledright, B. (2005). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Wadsworth

Hoge, J. D. (2008). *Effective elementary social studies*. Athens, GA: Digitaltextbooks.biz.

Lee, J. (2008). *Visualizing elementary social studies methods.* Hoboken, NJ: John Wiley & Sons.

**Note: After prior consultation with the course coordinator, tenured and tenure-track faculty may create their own reading packets in lieu of a text.**

**LiveText is required for this course. Candidates can purchase LiveText at TechZone in the Bone Student Center.**

**Recommended Readings *[Your choices may vary but some recommended readings must be provided]***

Bigelow, B. (2001). *Rethinking our classrooms: Teaching for equity and justice - Volume 2.* Milwaukee, WI: Rethinking Schools, Ltd.

Brooks, J., & Brooks, M. (2001). *In search of understanding. The case for constructivist classrooms.* Prentice Hall

Cowhey, M.. (2006). *Black Ants and Buddhists*. Portland, ME: Stenhouse.

Loewen, J. (2007). *Lies my teacher told me: Everything your American History textbook got wrong* (Revised)*.* New York: Touchstone.

Lucey, T. A., & Cooter, K. S. (Eds.) (2008). *Financial literacy for children and youth.* Athens, GA: Digitaltextbooks.

Macintyre, A. (1984). *Is patriotism a virtue?* Lawrence, KS: University of Kansas, Department of Philosophy.

Zinn, H. (2003). *A people’s history of the United States.* 1492-Present. New York: HarperPerennial

**CLASS POLICIES** *[****Some will vary with instructor. All should include the first two****]*.

**Disability Concerns**

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice), or visit [disabilityconcerns.illinoisstate.edu](http://www.disabilityconcerns.illinoisstate.edu).

**Written Work**

All written work is expected to be of professional quality.  Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully.   If there is a question regarding the originality of your work, university plagiarism procedures will be followed. ***[Instructors note: It is advisable to have a specific penalty—e.g., 0 points for that assignment, etc.]***

**Late Assignments**

No late assignments will be accepted unless prior arrangements are made.

**Required Reading**

It is expected that candidates come to class with reading assignments completed.  The reading assignments provide a background for class discussion and activities.

**Attendance Policy**

Attendance is very important in this class.  A great deal of information is covered in a short amount of time.  Please call or email instructor in advance of class if you are not able to attend.

**Missed Exams**

Candidates will not be able to take a missed exam without proper documentation of legitimate cause (i.e. doctor’s note, obituary of a relative/friend, court appearance notice, etc).

**VII.   COURSE ASSIGNMENTS**

***[Instructors’ Note: Assignment 6 is a program requirement and cannot be changed. Other assignments here are recommended but may be changed to suit instructor needs so long as the course objectives, which may not be changed, are met.]***

**1.** **Good Citizen Research and Demonstration Activity (*Strongly Recommended)*** (Objectives: 1, 2, 4)

Candidates will work in groups of four or five. Each group will identify and receive instructor approval for a social problem (e.g., homelessness, pollution) to research. After the issue has been selected and before the research begins, each student will write (in class) a one-page reflection about their current views/beliefs, stance, and understanding of the identified issue, and how he/she feels about discussing and exploring this issue with elementary students. This reflection will be turned-in to the instructor and retained for the candidate’s use later in the process.

Each candidate will develop an awareness of problem and how teachers may teach students to help prevent or respond to the issue by selecting an article on his or her group’s selected topic from *Equity and Excellence in Education, Multicultural Education, Multicultural Perspectives, Rethinking Schools*, *Social Studies and the Young Learner*, *Social Education*, *The Social Studies*, or *Social Studies Research and Practice, or* *Teaching Tolerance.* The article must have been published between the years 2004 and 2010 (inclusive). Older articles may be used with instructor consent. Students must also research the problem itself, its causes, and possible responses that use a variety of self-selected resources.

Each group will develop expertise about its social problem by blending information about its topic from a variety of sources. Each group member will share information from his or her article. The group will analyze the articles’ content for patterns of similarities and differences to develop understandings that are verifiable through multiple sources.

Each group willuse information from the research to develop a presentation and activity that informs classmates about how they may teach their students about the social issue and how each of the three types of good citizens (as defined by Westheimer and Kahne, 2004) would respond to the issue.

In addition, each student will locate a piece of children’s literature and one other resource (e.g., website, video, song, graphic novel, news article, etc.) that may be used to engage his or her students in a lesson to teach about the social problem in a manner that is respectful to all represented groups and serves as a key instructional component of the lesson.  A brief explanation of the possible instructional intent and how these might be incorporated into a lesson will be included for each resource. These will be combined into a resource appendix for the demonstration lesson. These appendices will be shared with the entire class by the instructor.

After the demonstrations, each candidate will receive his or her initial reflection about his or her group’s identified topic. One week later, each candidate will submit a reflection that addresses the following topics:

               What he or she learned about the topic through his or her article, research, and through discussions within his or her group;

               The type of citizenship emphasized by his or her selected classroom literature and teaching tools, the  implications for using those resources in teaching, and the knowledge that the  candidate gained about selecting literature and instructional tools for citizenship teaching;

               What the candidate learned about citizenship teaching from two other presentations/activities.

               Whether, or the extent to which, the project empowered him or her to be a teacher for social change, and how he or she would respond to a principal, parent, or community member that would challenge his or her classroom discussion of social issues.

               How the candidate’s research, collaborations, and observation of other presentations affected his or her ideas about elementary students’ abilities to comprehend and explore social issues

 (INTASC# 1, 2 , 4, 7, 9; ACEI# 1, 2.4, 3.3, 4, 5.1, 5.2; ICASE # 5k, 5m; RDI# MV2, MV3,  MV 4, IV1, IV2,  IV3, IV 4, IV 5)

**2. Critical History Lesson *(Strongly Recommended)*** (Objectives: 1, 2, 3, 4, 5)

Instructors will assign candidates one of the following historical events or concepts.

1.              Columbus’s discovery of America

2.              The reasons for explorations of Ponce De Leon

3.              The Story of Pocahontas

4.              The First Thanksgiving

5.              What happened at the Boston Massacre

6.              Paul Revere’s ride

7.              The origin of the American flag

8.              The signing of the Declaration of Independence

9.              Andrew Jackson’s policies concerning Native Americans removal

10.           What happened at the Alamo

11.           What transpired during the U.S. War with Mexico

12.           Treatment of African Americans during Reconstruction

13.           What happened during the Nadir?

14.           The story of Helen Keller

15.           The origins of wealthy industrialists (e.g., Carnegie, Morgan)

16.           Woodrow Wilson’s views on social equality

17.           Causes for the rise of Hitler and Nazi Germany

18.           Was Rosa Parks the first person to refuse to resist the bus driver?

Employing *creditable* scholarly sources, the candidate will research critical interpretations of the event or concept. Based on his or her findings, the candidate will create an *original* developmentally appropriate lesson plan that enables students’ critical comprehension of the assigned event or concept.

Lesson plan should include the following elements:

a.     Employment of Laney’s (1996) *Discipline-based Art Education Model* to facilitate the learning with the inclusion at least one art form

b.     A rationale that uses complete and properly structured paragraphs to disclose the following information

(a)   A description of the historical event or concept as interpreted by research findings

(b)  A comparison of the historical event as presented in a current student textbook and/or a piece of children’s literature to the event as it actually transpired in history.

(c) An explanation of why children should learn this critical interpretation of the historical event or concept

(d) The purpose and significance of this activity including identification of the **key concept(s)** that the activity will construct

(e) How cognitive learning theory justifies the employment of this instruction strategy

                              (f) An assessment plan that confirms concept attainment

c.     Grade level and probable cognitive stage

d.     Clearly stated performance objectives

e.     A list of relevant ILS standards and benchmarks

f.      A list of all required lesson materials

g.     Amount of time required for the lesson

h.     Step-by-step procedures for conducting the activity

i.      Modifications for three special needs students: lower ability, higher ability, and one other challenged student with hyperactivity or an English Language Learner. At least one environmental, material, and instructional modification must be included.

j.      Copies of any essential handouts or illustrations

k.     References in APA styling for any unoriginal materials or ideas, including artworks used

(ITASC# 1.1, 1.4, 1.5, 3.1,  8 , 9; ACEI# 1.0, 2.4, 2.5, 3.3, 3.4; ICASE # 5k, 5m; RDI#  MV3, IV1, IV4, IV 5)

**3.**              **ALTERNATIVE ASSESSMENT ACTIVITY RUBRIC**

**Rubric Construction in a social studies sub-discipline *(Strongly Recommended)*** (Objectives: 1, 3, 5)

Candidates will develop an **original project rubric** that can be used to grade an alternative assessment project for a specific grade level in **geography** as described or presented in class.  The **rubric** must state clear and appropriate criteria for the task, identifying the critical elements of the task that will be assessed, and include varying levels of performance. The language of the grading rubric should be clear and simply stated so that it also can be understood by the elementary students who would be assigned the project, and can guide them in the construction of the project.

**4.  Group Presentations *(Strongly Recommended)*** (Objectives 1, 2, 3, 4, 5)

Working in groups of four, candidates will develop and teach a **30-45 minute** **lesson** to the entire class on **one** of the following dimensions of elementary social studies teaching. Lessons should be generally appropriate for elementary grades; where necessary, distinctions should be made when language, references, or tasks are modified for this adult audience. (Variable due dates)

                                 a current events lesson

                                 a multicultural issue activity

                                 an economic activity

                                 a technology-based inquiry activity

                                 a controversial issue lesson

                                 a cultural geography activity

                                 an original culture trunk activity

                                 a values clarification activity

                                 a public policy decision-making session

                        Requirements for the presentation include the following items:

                                 a complete, written lesson plan of the entire presentation/lesson

                              (one per group)

                                 A list of relevant ILS standards and benchmarks

                                 a multimedia presentation of introductory material

                                 active audience engagement for some portion of the lesson

                                 teaching responsibilities equally shared by all group members

                                 a bibliography with a minimum of five published resources related to topic

                                 a written assessment task from each student/peer in the room.

**( INTASC# 1, 2, 3, 4, 5, 6, 7; ACEI# 1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2; ICASE# 5h, 5m; RDI# MV2, MV2, MV4, IV1, IV2, IV3, IV4, IV5)**

**5.   Individual Assessment Narrative   *[Extension of Assignment 4]***(Objectives: 5)

Each member of the group making the group presentation above must turn in an approximately three-page written report and self-assessment that describes

a) his/her own contribution to the group project, with regards to planning, preparing materials, and teaching; b) a brief evaluation of the contribution of others in the group, noting anyone that you feel did not contribute equitably; and c) a critique of the instructional effectiveness of the presentation after actually teaching it, including an analysis of your own teaching strengths and weaknesses, and suggestions for the improvement of both lesson as well as your teaching.  **(Due one class session after group presentation**.)

**6.**

**Illinois State University**

**Elementary Education Program**

**Program Assessment 6: Clinical Practice Assessment & Reflection**

|  |  |
| --- | --- |
| **ACEI** | **3.1, 3.2, 3.4, 3.5, 5.1** |
| **IPTS** | **1A, 1B, 1C, 1E, 1F, 1G, 1H, 1I, 1J*,* 1K, 1L, 2E, 2F, 2I, 2L, 2O, 2P, 2Q, 3A, 3E, 3N, 3O, 3P, 4A, 4B, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5O, 5R, 5S, 6C, 6Q, 6S, 8B, 8F, 8K, 8L, 8S, 9A, 9B, 9C, 9D, 9E, 9F, 9H, 9I, 9J, 9K, 9O, 9P, 9Q, 9R, 9S, 9T** |
| **RDI** | **IC1, IC3, IC4, IC5, EC1, EC2, EC3** |
| **Course Assessment is administered in** | **C&I 258** |
| **Date Developed/last Revised** | **5/09**  **Revised 12/18/12**  **Revised 7/1/14** |

**Assessment Guidelines/Task**

Clinical Reflection (TCH 258). To be evaluated by 258 instructors on LiveText . Clinical Cooperating Teachers will observe the lesson and complete a feedback form (see Appendix A). Evidence of each part of the assessment must be uploaded in Livetext: the lesson plan, the feedback form from the lesson observation, and the post-reflection.

Candidates will submit the clinical documentation form signed by themselves and their Supervising Teacher to their TCH 257 instructor.

**PART 1: Lesson Planning.** Students will be required to develop an instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.  
  
**PART 2: Lesson Implementation**. Students will be required to work with their clinical cooperating teacher and TCH 258 course instructor to implement the activity developed on the clinical site.   
  
**PART 3: Post reflection**. Please develop a 2-3 page reflection on your lesson which addresses the following questions:

Describe your students.

* How did individual differences, background knowledge and experiences, family and community influence their learning?

How did you promote a supportive learning environment?

* In what ways did you foster positive relationships, cooperation among learners, student decision-making, and resolution of conflict?

How did student conversations reflect their learning?

* In what ways did your students engage in conversations related to their learning? Student to student? Student to adult?
* In what ways might your students have engaged in conversations related to their learning? Were opportunities missed to encourage and support this?

How did learning activities encourage cognitive engagement?

* What strategies were used to stimulate and encourage higher-level thinking?
* What barriers or obstacles, if any, were barriers to deeper cognitive engagement?
* What additional strategies might have been used to stimulate higher-level thinking skills?

The lesson plan for this assignment, the completed feedback form from your clinical cooperating teacher, and your post-reflection must all be uploaded in Livetext by the date specified by your TCH 258 instructor.

**Scoring Rubric**

| Elementary Ed NCATE Assessment Six Rubric (Revised 7/2/14) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **IPTS & RDI Alignment** | **Standard/**  **Element** | **Exceeds** | **Meets** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **ELE 3.1.B**  **IPTS:** 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D  **RDI: E**C4, IC1, IC3 | **3.1.B** Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community | Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K- 6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired. | Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving. | Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches. | Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/ or plans for the use of a limited range of instructional approaches. |  |
| **ELE 3.2.A**  **IPTS:** 1A, 2E  **RDI:** EC1, EC4, IC2, IC3 | **3.2.A** Candidate understands how elementary students differ in their development | Candidate knows and understands how children differ in their development and can identify the multiple and varied influences on this. | Candidate knows and understands how children differ in their development and how this is influenced by special needs, culture, and family environment. | Candidate has a basic understanding of how children differ in their development. | Candidate has an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment. |  |
| **ELE 3.2.B**  **IPTS:** 1A, 2E **RDI:** EC1, EC4, IC2, IC3 | **3.2.B** Candidate understands how elementary students differ in their approaches to learning | Candidate knows and understands how individual experiences, talents, disabilities, prior learning and experiences, language, and culture influence elementary students’ learning. | Candidate knows and understands how individual experiences, disabilities, prior learning, and culture influence elementary students’ learning. | Candidate knows and understands basic influences on elementary students’ learning. | Candidate is unable to demonstrate understanding of how elementary students’ learning is influenced. |  |
| **ELE 3.4.C**  **IPTS:** 1K, 3H, 3K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5I, 5F  **RDI:** EC4, IC3, IC5 | **3.4.C** Candidate uses their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments | Candidate’s lesson planning and delivery creates learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities and uses appropriate and effective interpersonal and small- group communication techniques to create an effective learning environment. | Candidate’s lesson planning and delivery encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | Candidate’s lesson planning and delivery at times encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | Candidate’s lesson planning and delivery does not create supportive learning environments in his/her classrooms. |  |
| **ELE 3.5.D**  **IPTS:** 4C, 5O, 5Q, 8B, 8G, 8N, 9G, 9S, 9T  **RDI:** EC2, EC4, IC5 | **3.5.D** Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction | Candidate’s lesson planning and delivery consistently invite K-6 students to initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction. | Candidate’s lesson planning and delivery use oral and written discourse between him/herself and K-6 students, and the students use discourse among themselves to extend students’ understanding of subject matter. | Candidate’s lesson planning and delivery occasionally use oral and written discourse between him/herself and K-6 students. | Candidate’s lesson planning and delivery do not effectively use oral and written discourse between themselves and K-6 students. |  |
| **ELE 3.5.C**  **IPTS:** 5O, 9G, 9S, 9T  **RDI:** EC2, EC4, IC5 | **3.5.C** Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ active inquiry | Candidate’s lesson planning and delivery consistently engage K-6 students in the use active inquiry and communication strategies in the classroom. | Candidate’s lesson planning and delivery present curriculum and model communication strategies that help K-6 students learn active inquiry; these strategies may include monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received. | Candidate’s lesson planning and delivery occasionally model communication strategies that help K-6 students learn active inquiry. | Candidate’s lesson planning and delivery do not model communication strategies that help K-6 students learn active inquiry. |  |
| **ELE 5.1.A**  **IPTS:** 1F, 9A, 9B, 9C, 9D, 9E, 9F, 9H  **RDI:** EC2, EC3, IC4 | **5.1.A** Candidate understands practices and behaviors that are characteristic of developing career teachers | Candidate demonstrates an understanding of the teaching professional codes of ethical conduct and an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates an awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates a beginning awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidates do not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education. |  |
| **ELE 5.1.B**  **IPTS:** 1F, 9A, 9I, 9J, 9K, 9O, 9P, 9Q, 9R  **RDI:** EC2, EC3, IC4 | **5.1.B** Candidate applies practices and behaviors that are characteristic of developing career teachers | Candidate can work independently on a variety of disciplinary and pedagogical problems and responsibilities, focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances, can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population, can identify, access, and use technology- based resources in support of their professional development, and demonstrate a commitment to the professional codes of ethical conduct. | Candidate is able to work somewhat independently on a variety of disciplinary and pedagogical problems, to focus independent analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources, and demonstrates a commitment to the professional codes of ethical conduct. | Candidate is able to work on a variety of disciplinary and pedagogical problems with support, to focus analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances with support, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources at a beginner’s level, and demonstrates a beginning-level commitment to the professional codes of ethical conduct. | Candidate cannot work independently on a variety of disciplinary and pedagogical problems, and/or lacks the ability to focus on independent analysis, and/or is not adaptable to evolving issues and conditions as time and situations change, and/or does not demonstrate a commitment to the professional codes of ethical conduct. |  |

**7.  Final Exam *(Instructor Note: Strongly recommended but not required)***

(Objectives: 1, 3)

The final exam for this course is an authentic and summative assessment of the candidate’s ability to apply the knowledge of critical issues and methods in the elementary social studies classroom in order to evaluate the worth of instructional plans and materials. Candidates are asked to critique an elementary school teacher’s year-long social studies curriculum plans for their attention to critical issues in social studies education that they have come to understand as a result of this course. Candidates are also asked to make specific suggestions for instructional improvement of the unit with regard to these issues, if the plan is found to be inadequate.

**(INTASC # 1, 2, 3, 4, 5, 7, 8, 9, 10; ACEI #1, 2.4, 3.1, 3.2, 3.3, 3.4, 4, 5.1, 5.2; ICASE # 5h, 5m; RDI # IV2, IV3, IV4)**

**8.  In-Class Assignments** (Objectives: 1, 2, 3, 4, 5)

***[Instructor Note: A variety of in-class activities should provide experiences in all of the sub-disciplines of social studies]***

In-class assignments are designed to provide candidates with an opportunity to practice or to collaboratively apply the ideas, methods, tools, and issues that are addressed in readings and lectures.  *Both individual and group responses and products are solicited. These assignments may include the following outcomes*

      *writing clear performance objectives of varying cognitive levels*

***(INTASC #6; ACEI #1, 2.4)***

      *identifying different types of lessons and applying appropriate teaching**models*

***(INTASC # 2, 4, 7; ACEI # 2.4, 3.1, 3.3, 5.1, RDI # IV3)***

      *identifying relevant state standards in instructional materials*

*(****INTASC #1, 9; ACEI # 2.4, 5.1, ICASE # 5h; RDI # IV1)***

      *identifying appropriate indicators for specific state learning benchmarks*

*(****INTASC #1, 9; ACEI # 2.4, 5.1, ICASE # 5h; RDI # IV1)***

      *incorporating multiple intelligences into text-driven lessons*

***(INTASC # 2, 3, 5; ACEI # 1, 3.2, 3.4, 3.5; RDI# MV1, IV2, IV3, IV4)***

      *assessing developmental appropriateness of instructional material*

***(INTASC# 2; ACEI #1; RDI # MV1, MV3, IV2, IV3)***

      *adapting lesson ideas and plans for different ability levels*

***(INTASC# 2; ACEI #1; RDI # MV1, MV3, IV2, IV3)***

      *applying various reading strategies to social studies texts*

***( INTASC # 4, 6; ACEI # 1, 2.4, 3.1; RDI # IV3)***

      *interpreting artifacts and settings*

***(INTASC # 1, 2, 3, 7; ACEI # 2.4, 3.1, 3.2, 3.3, 3.4; ICASE# 5c, 5d, 5f, 5g, 5h, 5i, 5k, 5m;***

***RDI # IV4, IV4)***

      *interpreting historic material dramatically*

***(INTASC # 1, 2, 3, 4, 5, 6, 7; ACEI @1, 2.3, 3.1, 3.2, 3.4; ICASE # 5c, 5f, 5m; RDI # IV4)***

      *collecting oral history from in-class presenters*

***(INTASC # 1, 4, 7; ACEI # 2.4 3.4, 5.1, 5.2; ICASE # 5c, 5f, 5g, 5h, 5i, 5k, 5m; RDI # MV1, MV3, IV3, IV4)***

      *applying the inquiry method to analyzing history textbook content*

***(INTASC # 1,4, 9; ACEI #1, 2.4, 3.3, 3.4, 5.2; ICASE # 5c, 5i, 5k, 5m; RDI # IV4)***

      *creating personal, historic event, and epoch timelines*

***(INTASC # 1, 4, 6; ACEI # 1, 2.4, 3.4; ICASE # 5c, 5g, 5h, 5i, 5k,; RDI # IV3)***

      *developing social studies generalizations from learning experiences*

***(INTASC # 14; ACEI # 2.4, 3.3; ICASE # 5h; RDI # IV1)***

      *identifying and elaborating multicultural perspectives on historic, civic, and cultural situations*

*(****INTASC # 1, 7; ACEI # 2.4, 3.2, 3.3, 5.1, 5.2; ICASE # 5c, 5g, 5l; RDI # MV1, IV2)***

      *using rubrics to evaluate elementary student work*

***(INTASC # 8; ACEI # 4)***

      *using information technologies to create charts, graphs, and spreadsheets*

***(INTASC # 14; ACEI # 2.4, 3.3, 3.4; ICASE # 5h, 5k; RDI # IV1)***

      *using the national**Geography for Life standards to develop geographic inquiry questions*

***(INTASC # 1, 4, 6, ACEI # 2.4, 3.3, 3.5; ICASE # 5d, 5e, 5f, 5g,v5m)***

      *constructing maps that incorporate 7 key map elements*

***(INTASC # 1, 4, 7; ACEI # 2.4, 3.4; ICASE # 5e, 5k; RDI # IV3)***

      *evaluating the authority, value, and appropriateness of internet sites for teacher and/or student use*

***(INTASC # 4, 9; ACEI # 1, 3.3, 5.1, 5.2; RDI #IV4, MV4)***

      *developing multimedia presentations*

***(INTASC # 6, 7; ACEI # 3.4, 3.5, 4, 5.1; ICASE # 5m, RDI # IV4)***

      *analyzing and applying standard advertising techniques*

***(INTASC # 1, 4; ACEI 1, 2.4, 3.2, 3.3, 3.4, 5.1; ICASE # 5b, 5h, 5m; RDI # IV1, IV3, IV5)***

      *directing and participating in small-group and whole-class decision-making and sharing circles*

***(INTASC # 1, 2, 4, 5, 6, 9, 10; ACEI # 2.4, 3.4, 3.5,5.1, 5.2; ICASE # 5a, 5l; RDI # MV1, MV2, MV3,  MV4, IV3)***

      *participating in conflict resolution scenarios*

***(INTASC # 1, 2, 4, 5, 6, 9, 10;  ACEI # 1, 2.4,  3.3, 3.4, 3.5, 5.1, 5.2; ICASE # 5a, 5f, 5l; RDI # IV3)***

      *competing in civic education scholastic bowl*

***(INTASC # 1; ACEI # 2.4; ICASE # 5a, 5l; RDI # IV4)***

      *participating in and assessing outcomes of a mock trial*

***(INTASC # 2, 4, 5, 9; ACEI # 2.4, 3.3, 3.4, 3.5, 5.1, 5.2; ICASE # 5a, 5l; RDI # IV2, IV3, IV3, IV4)***

      *collaboratively creating interactive bulletin boards*

***(INTASC # 4, 6, 10; ACEI # 2.4, 3.3, 5.1, 5.4;  ICASE # 5m; RDI # MV2,IV3, IV4)***

**8.  Quizzes  (Objectives a, b, c, d, e, f)**

***[Strongly recommended but not strictly required]***

*A small number of announced quizzes will be given on assigned readings for the week.*

**VIII. EVALUATION  *[Instructor Note: Your relative weight and values may vary.]***

**A total of 200 points is possible in this course:**

|  |  |
| --- | --- |
| Assignment | Points |
| Good Citizen Research and Demonstration | 20  pts |
| Constructivist Lesson Plan | 20  pts |
| Alternative Assessment Product | 20  pts |
| Group Presentation & Lesson Plan | 20  pts |
| Individual Self- Assessment | 20  pts |
| ITPS D | 20  pts |
| In-Class Assignments | 20  pts |
| Quizzes | 20  pts |
| Attendance and Conduct | 20  pts |
| Total | 200 pts |

**Grading Scale: 92% = A**

**84% = B**

**76% = C**

**68% = D**

**< 68% = F**

**Grading Rubric For All Course Assignments:**

A grade of “A” on any assignment reflects work that meets all required and recommended objectives and elements, all of which are well done. The product is thorough, well written and/or articulately presented, free of factual error, professional in appearance and/or presenter demeanor, insightful, and, if proposed as a student learning activity, is highly likely to generate interest and promote meaningful learning in the elementary social studies classroom.

A grade of “B” on any assignment reflects work that meets all required and recommended objectives and elements, most of which are well done, and all of which are acceptable. It is free of factual error, professional in appearance and/or presenter demeanor, coherently written or presented, contains a minimum of grammatical and/or spelling errors, and, if proposed as a student learning activity, is likely to generate interest and promote meaningful learning in the elementary social studies classroom.

A grade of “C” reflects work with one or more missing or incoherent required objectives and elements, or work in which most elements meet only minimally acceptable standards. There is factual error in content and/or poorly communicated information, frequent grammatical and/or spelling errors, or the work is unprofessional in appearance or presentation. If proposed as a student learning activity, it is questionable as to whether it would generate interest or promote meaningful learning in the elementary social studies classroom.

A grade of “D” reflects work that is poorly done and missing most of the significant objectives and elements. It is incoherent, poorly written and/or organized, contains numerous factual errors in content, and is unprofessional in appearance and/or presentation demeanor. If proposed as a student learning activity, it is unlikely to generate interest or promote meaningful learning in elementary social studies.

A grade of “F” reflects missing work or work in which none of the

required objectives and elements are met.

**IPTS Appendix (these are the IPTS represented in this course, which are required in the master syllabus for this course, but can be removed for student versions)**

|  |
| --- |
| 1A) Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; |
| 1F) Understands his or her personal perspectives and biases and their effects on one’s teaching; |
| 1H) Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; |
| 1I) Stimulates prior knowledge and links new ideas to already familiar ideas and experiences; |
| 1J) Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; |
| 1K) Facilitates a learning community in which individual differences are respected; and |
| 1L) Uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. |
| 2B) Understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; |
| 2C) Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; |
| 2D) Understands the relationship of knowledge within the disciplines to other content areas and to life applications; |
| 2E) Understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; |
| 2F) Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; |
| 2G) Understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and |
| 2H) Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. |
| 2I) Evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; |
| 2J) Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts; |
| 2K) Engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines; |
| 2L) Demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; |
| 2M) Uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; |
| 2N) Facilitates learning experiences that make connections to other content areas and to life experiences; |
| 2O) Designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; |
| 2P) Adjusts practice to meet the needs of each student in the content areas; and |
| 2Q) Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. |
| 3A) Understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; |
| 3B) Understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; |
| 3E) Understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning; |
| 3G) Understands how research and data guide instructional planning, delivery, and adaptation. |
| 3J) Uses data to plan for differentiated instruction to allow for variations in individual learning needs; |
| 3M) Develops plans based on student responses and provides for different pathways based on student needs; |
| 3N) Accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement; |
| 3Q) Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. |
| 4A) Understands principles of and strategies for effective classroom and behavior management; |
| 4B) Understands how individuals influence groups and how groups function in society; |
| 4C) Understands how to help students work cooperatively and productively in groups; |
| 4D) Understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; |
| 4E) Knows how to assess the instructional environment to determine how best to meet a student’s individual needs; |
| 4H) Understands the use of student data (formative and summative) to design and implement behavior management strategies. |
| 4I) Creates a safe and healthy environment that maximizes student learning; |
| 4J) Creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals; |
| 4K) Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities; |
| 4L) Analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; |
| 4N) Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn; |
| 4Q) Analyzes student behavior data to develop and support positive behavior. |
| 5B) Understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; |
| 5C) Knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; |
| 5D) Understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences; |
| 5E) Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; |
| 5G) Knows how to evaluate and use student performance data to adjust instruction while teaching; and |
| 5H) Understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. |
| 5I) Uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities; |
| 5J) Monitors and adjusts strategies in response to feedback from the student; |
| 5K) Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students; |
| 5L) Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking; |
| 5M) Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; |
| 5N) Uses technology to accomplish differentiated instructional objectives that enhance learning for each student; |
| 5O) Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; |
| 5P) Uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; |
| 6I) Knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. |
| 6J) Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); |
| 6K) Uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction; |
| 6L) Facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content; |
| 6M) Teaches fluency strategies to facilitate comprehension of content; |
| 6N) Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning; |
| 6O) Teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources; |
| 6P) Teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar); |
| 6Q) Integrates reading, writing, and oral communication to engage students in content learning; |
| 6S) Stimulates discussion in the content areas for varied instructional and conversational purposes. |
| 7A) Understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; |
| 7B) Understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards; |
| 7D) Understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data; |
| 7E) Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; |
| 7F) Knows research-based assessment strategies appropriate for each student; |
| 7G) Understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; |
| 7I) Knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. |
| 7J) Uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; |
| 7K) Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole; |
| 7L) Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning; |
| 7M) Maintains useful and accurate records of student work and performance; |
| 7O) Effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress; |
| 7Q) Uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and |
| 7R) Uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. |
| 9A) Evaluates best practices and research-based materials against benchmarks within the disciplines; |
| 9G) Understands local and global societal issues and responsibilities in an evolving digital culture; and |

Appendix A Cooperating Teacher Feedback on Instruction Form

|  |  |
| --- | --- |
| **Cooperating Teacher Feedback/Lesson Observation Form** | |
| **Candidate Name:** | **Cooperating Teacher:** |
| **Lesson Observation Date:** | |
| Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community | |
| Comments /Feedback: | |
| Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; | |
| Comments /Feedback: | |
| Candidate understands how elementary students differ in their approaches to learning | |
| Comments /Feedback: | |
| Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments; | |
| Comments /Feedback: | |
| Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom | |
| Comments /Feedback: | |
| Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction | |
| Comments /Feedback: | |
| Candidate understands practices and behaviors that are characteristic of developing career teacher | |
| Comments /Feedback: | |
| General Comments /Feedback: | |