EDU 403/408

Integrated Methods to Teaching Elementary Social Studies
Integrated Methods to Teaching Middle Level Language Arts/Reading

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required.

The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Candidate work is uploaded into secure sites and is not available to the public.

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The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2.

6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

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Interstate Teacher Assessment and Support Consortium (InTASC)

CAEP K-6

AMLE

International Society for Technology in Education (ISTE)

Undergraduate Educational Competencies

Model Code of Ethics for Educators

DTGSS

: Social Studies Teachers

Global awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College of Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK - 12 classrooms. Global awareness, according to Common Sense Education[1], is "about working to understand a region's geography, resources, history, economy, religions, and languages in order to gain insight into varying perspectives and ways of being and thinking

that engage and create learning opportunities for them to meet high standards.

Learning Activities/Performance Tasks

- Learning module on cultural and linguistic differences
- Social Issues Activity

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards.

Learning Activities/Performance Tasks

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- Discussion on the difference teachers make/a world without teachers
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[redacted]

	Novice	Emerging	Pro (TA	
[redacted] children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs. **CAEP K-6 Standard 1.a** In Tasc Standard 1	Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.	[redacted]	Candi their unders how c grow a develo the develo domai develo each d impact in the doma how they impact	[redacted]

regularly to determine students' competencies and learning needs. **CAEP K-6 Standard 3.a** In Tasc Standard 3,6, 7	summative assessments. Candidate interpretation of the assessments that have been administered includes errors in analysis.	formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability.	variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provides opportunities for students' choice about how they will demonstrate

understanding

	instruction is unrealistic.	these components. Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments	students with special needs. Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
	Standards **CAEP K-6 Teacher Preparation Standards (2018)** **STANDARD 3:** *Assessing, Planning, and Designing Contexts for Learning:* Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.			
Candidate explicitly supports motivation and engagement in learning for every student through a variety of evidence-based practices. **CAEP K-**				

	to increase student engagement in academic learning and activities and may display teacher-student interactions that are likely to decrease motivation and engagement such as over-control, disregard for students' needs, sarcasm or negativity.

			scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.	candidates use formative assessment to improve engagement support.

Standards

CAEP K-6 Teacher Preparation Standards (2018)

CAEP K-6 Standard 4.b	research support when planning a sequence of lessons. Candidate sequence instruction that provides students with inconsistent or disconnected learning opportunities.	approaches when planning a cohesive sequence of lessons. Candidate sequences instruction that provides students with connected learning opportunities.	

	appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.