

EDUC 455 & EDUC 441
TABLE OF CONTENTS

I INTRODUCTION

II STANDARDS

NCSS

INTASC

ISTE

III LESSON AND UNIT PLANNING

LESSON PLAN

LESSON PLAN EXAMPLES

UNIT PLAN

IV ASSESSMENT

GOOD PRACTICES FOR ASSESSING STUDENT LEARNING

V RUBRICS

WEBSITE

PRESENTATION

VI THINKING, LEARNING, QUESTIONING & TEACHING

DANIELSON'S FOUR DOMAINS OF TEACHING

GARDNER'S MULTIPLE INTELLIGENCES

PRINCIPLES OF LEARNING.

CONSTRUCTIVIST LEARNING

BLOOM'S TAXONOMY

QUESTIONING STRATEGIES

GOOD TEACHING PRACTICES

WEBQUESTS

VII SPECIAL NEEDS AND ADAPTED ACTIVITIES

IX. MANAGEMENT

X STUDENT TEACHING

SCHOOLS AND POLICIES

STUDENT TEACHING ASSIGNMENT

CLASS SCHEDULE FORM

CLASS SCHEDULE INFORMATION FORMS.

IX PRAXIS

SCORE AND TESTS REQUIRED

TOPICS.

TIPS

X [ETHICS \(PA'S CODE OF PROFESSIONAL PRACTICE\)](#) .XI [NCSS & PCSS APPLICATIONS](#)**Teaching Social Sciences in Secondary Schools - Mission, Goals and Objectives**[Table of Contents](#)

Mission Statement

The mission or goal of the social studies education program is to enable graduates to assist young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. This goal reflects the mission statement of the College of Education and Technology. The College's mission is to offer high quality undergraduate and graduate programs to prepare competent, ethical professionals to serve diverse populations in education, community, and business settings around the world. The College strives to create a community where learners can develop individually and collectively into citizens and reflective practitioners who are able to bring all aspects of their education to the tasks of problem solving and decision making.

The objectives of the social studies education program are to insure that graduates are knowledgeable, committed, and competent and that they possess the skills and dispositions to incorporate the INTASC, NCSS, ISTE, and PA Academic standards. As competent teachers, they will recognize individual differences, respect the dignity and worth of all human beings and believe that all students can learn. They will be familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. They will design collaborative activities for their students and will work collaboratively with their peers. As knowledgeable teachers, they will be able to create lessons and activities that support their students' intellectual, social, and personal development. They will understand the central concepts, tools of inquiry and structures of the discipline they teach, and they will be able to create learning experiences that make these aspects of the subject matter meaningful for the students. They will know how to use technology to enhance learning. As committed teachers, they will evaluate the effects of their choices and actions on others and actively seek out opportunities to grow professionally. Students must demonstrate that they have the knowledge, skills, and dispositions to implement the standards.

The objectives of the social studies education program reflect the knowledge base of the College of Education and Technology. The College states that COMPETENT entry level professionals are developed on a foundation of content KNOWLEDGE that is supported by COMMITMENT, the acquisition of appropriate DISPOSITIONS and the SKILLS that are focused on student learning in an environment of COLLABORATION that maximizes individual growth.

Standards[NCSS STANDARDS](#)[Table of Contents](#)

Culture and Cultural Diversity - Social Studies teachers should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- Assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- Have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding;
- Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

Time, Continuity, and Change - Social Studies teachers should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity and Change

Indicators of Capabilities for Teaching Social Studies

- Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- Have learners apply key concepts from the study of history--such as time, chronology, causality, change, conflict, and complexity-- to explain, analyze, and show connections among patterns of historical change and continuity;
- Ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- Guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

People, Places and Environments - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

Indicators of Capabilities for Teaching Social Studies

- Enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- Have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases,

- systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- Teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- Challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- Ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- Challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- Have learners explore the ways Earth's physical features have changed over time, and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- Provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- Challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

INDIVIDUAL DEVELOPMENT AND IDENTITY - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Indicators of Capabilities for Teaching Social Studies:

- Assist learners in articulating personal connections to time, place, and social/cultural systems;
- Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- Assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- Have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- Guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- Enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;

INDIVIDUALS, GROUPS, AND INSTITUTIONS - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

Indicators of Capabilities for Teaching Social Studies:

- Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- Help learners analyze group and institutional influences on people, events, and elements of culture

in both historical and contemporary settings;

- Explain to learners the various forms institutions take, and explain how they develop and change over time;
- Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- Enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- Challenge learners to evaluate the role of institutions in furthering both continuity and change;
- Guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems, common needs, beliefs, and interests.

POWER, AUTHORITY, AND GOVERNANCE - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- Help students to understand the purpose of government and how its powers are acquired, used, and justified;
- Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- Enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- Help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- Have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- Challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- Guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

- Help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- Assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- Guide learner analysis of the role of specialization and exchange in economic processes;
- Provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
- Have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- Enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;
- Guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- Help learners to distinguish between economics as a field of inquiry and the economy.

SCIENCE, TECHNOLOGY, AND SOCIETY - Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- Provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- Have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- Help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;
- Encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

GLOBAL CONNECTIONS - Social Studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

- Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- Have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- Have learners illustrate how individual behaviors and decisions connect with global systems.

CIVIC IDEALS AND PRACTICES - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Indicators of Capabilities for Teaching Social Studies:

- Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues--identifying, describing, and evaluating multiple points of view;
- Provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- Help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- Prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making;
- Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- Support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- Create opportunities for learner participation in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

INTASC STANDARDS

Table of Contents

Principle #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Knowledge

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into

instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

The teacher 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

how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher 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 thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for

full and varied participation of all individuals.

Principle #6: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how

students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and

learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

ISTE STANDARDS

Table of Contents

ISTE National Educational Technology Standards for Teachers

Indicators organized into the following six categories:

- I. Technology Operations and Concepts
- II. Planning and Designing Learning Environments and Experiences
- III. Teaching, Learning, and Curriculum
- IV. Assessment and Evaluation
- V. Productivity and Professional Practice
- VI. Social, Ethical, Legal, and Human Issues

GENERAL PREPARATION PERFORMANCE PROFILE

Students may be in their major or minor course of study. They may be at the lower division level or may have received skill development through on-the-job training, obtaining a degree or experience in a nontraditional program. Typically, the university arts and sciences areas provide the experiences defined in this Profile. Programs may have multiple ways for candidates to demonstrate that they are able to perform the tasks that go beyond the classroom setting. Upon completion of the general preparation component of their programs, prospective teachers should be able to meet the competencies described in this Profile.

Upon completion of the culminating student teaching or internship experience, and at the point of initial licensure, teachers:

1. apply troubleshooting strategies for solving routine hardware and software problems that occur in the classroom. (1)
2. identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence. (11, 111)
3. design, manage, and facilitate learning experiences that use technology, affirm diversity, and provide equitable access to resources. - (11, VI)
4. create and implement a well-organized plan to manage available technology resources, provide equitable access for all students, and enhance learning outcomes. (11, 111)
5. design and facilitate learning experiences that use assistive technologies to meet the special physical needs of students. (11, 111)
6. design and teach a coherent sequence of teaming activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined by ISTE's National Educational Technology Standards for Students). (11, 111)
7. design, implement, and assess learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning. (11, III, IV, V)
8. guide collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s). (111)
9. develop and use criteria for ongoing assessment of technology-based student products and the processes used to create those products. (IV)
10. design an evaluation plan that applies multiple measures and flexible assessment strategies to determine students' technology proficiency and content area learning. (IV)
11. use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management. (11, III IV)
12. apply, technology productivity tools and resources to collect, analyze, and interpret data, and to report results to parents and students. (111, IV)

13. select and apply suitable productivity tools to complete educational and professional tasks. (11, 111, V)

14. model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans. (V, VI)

15. participate in online professional collaboration With peers and experts as part of a personally designed plan, based on self assessment, for professional growth in technology. (V)

Lesson plan and presentation suggestions

Table of Contents

Lesson Plan format:

Title

Goals

Relation to NCSS Thematic Standards and PDE content standards

Objectives

What do you want the students to know and how do you want them to demonstrate what they can do with what they have learned. State the objectives in a manner that will allow you to assess whether your activities accomplished the objectives.

Materials

What materials will be needed to enhance this lesson. What hardware, software, resource people, videos, supplemental readings, visuals, etc.

Procedure

Motivate - begin the lesson with something that grabs their attention
 Vary activities to maintain interest
 Emphasize in-depth understanding rather than rote memorization
 Adapt activities to accommodate special needs and different learning styles
 Use an interdisciplinary approach
 Incorporate different perspectives
 Include multi-cultural views and contributions
 Incorporate technology
 Use visuals when appropriate
 Emphasize problem solving and inquiry
 Question effectively by using all levels of Bloom's taxonomy
 Guide on the side rather than the stage on stage
 Be enthusiastic
 Be positive and supportive
 Stress active learning or a student centered approach
 Encourage collaboration and cooperation
 Provide opportunities for reading, researching, writing, and speaking
 Activities must address the objectives

Use role play, simulations, debates, discussions, drama, projects, games, etc.

Assessment

Use alternative or authentic assessment. The assessment will demonstrate that the activities accomplished your objectives.

Teaching strategy:

- Think of what you want the students to learn about a topic.
- Plan activities to accomplish this and use variety.
- Try to incorporate active learning and critical thinking.
- Question effectively. Plan back up questions to your planned questions.
- Rephrase or give hints.
- Use open-ended questions?

Lesson plan examples:

Table of Contents

Title: President Nixon

Objectives:

Students will be able to:

- List the major accomplishments of his presidency
- Describe Watergate
- Describe the constitutional issue involved

Activities:

Have the students go to <http://www.ipl.org/ref/POTUS/> and <http://gi.grolier.com/presidents/ea/side/watergte.html> to look up information about Nixon's presidency and Watergate

Possible activities:

- mock trial - defend or convict Nixon
- oral report
- debate whether he should have been impeached
- play - main characters
- re-enact Senate hearings
- reporter - ask questions of people on the street (students after they have read the sections assigned)
- write a letter to your congressman taking a position

Assessment

Depends on activity, but examples:

- List reasons you support exonerate or convict if there was a trial
- After debate - choose side and list three reasons for your choice

Title: Plymouth Plantation

Objectives:

Students will be able to:

- Describe the challenges the settlers faced
- Compare the reality of Plymouth to the myths
- Discuss the daily life of the inhabitants

Activities:

- Have the students use the site, <http://www.plimoth.org/Museum/museum.htm>
- (Divide the class into groups and have each group read a different section)
- When they have completed the readings, mix the groups so that each group has representatives from all the readings.
- Have the students teach each other about their sections.

Possibilities:

- Have students join their original groups. Let them come up with a way to portray what they learned.
- Build a village using whatever supplies you can muster - cardboard, popsicle sticks
- Use large map - trace the voyage and decide what supplies they would need and what hardships they endured. Figure out distance and time to make the trip.
- One group be pilgrims and one be Indians - Have each group give perceptions of the other
- Divide class into different genders, occupations and ages. Have them describe their role in society.

Assessment Possibilities:

- Make a pamphlet advertising the Plantation as a good vacation spot.
- Write a letter to family member in England describing your life in Plymouth.
- As a Wampanoag Indian, explain to a friend your impression of the Pilgrims

Unit Plan Format

Table of Contents

Table of Contents

Title

Goals

Content Outline (detailed for this course)

Possible Activities

Resources

The goal of the unit plan is to plan beyond daily lessons. Start by looking at the time you have to devote to a unit and then write up a detailed content outline. Select what you will include and what you will eliminate. Think about what kinds of activities would be suitable for specific content. Include variety, consider special needs, decide how to be interdisciplinary, think of ways to incorporate cooperative learning. Plan how to accommodate diversity in the classroom make-up and subject matter. Think of ways to develop in-depth understanding and critical thinking. Remember pedagogy and content. Consider the NCSS and PDE standards. Determine what resources you will need in advance. When you plan a unit well, your daily lesson plans will be much better.

Assessment

American Association for Higher Education Assessment Forum - Nine Principles of Good Practice for Assessing Student Learning

[Table of Contents](#)

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power

is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.
9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

This document was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Post-secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.

Rubrics

Website Design Rubric

Table of Contents

Criteria	Novice	Intermediate	Expert
Content	Very little information is given. Some is inaccurate, incomplete, or irrelevant. Sources are not cited.	Information relates to the specified purpose of the web site. Most information is paraphrased or summarized. Information sources are cited.	Compelling information suited to the specified purpose and audience of the web site is fully developed. Sources are cited in proper MLA format.
Page Design	Site is crowded OR too blank.	Site is created using design principles: consistency, repetition, alignment, proximity, ratio of text to white space, image file size, color use, font size, type, and style. These principles are obvious in the selection and placement of appropriate background colors/images, link and text colors, images, horizontal rules, and formatted text.	Site creator uniquely and creatively applies design principles: consistency, repetition, alignment, proximity, ratio of text to white space, image file size, color use, font size, type, and style. These principles are obvious in the selection and placement of appropriate background colors/images, link and text colors, images, horizontal rules, and formatted text.
Folder hierarchy	Files are stored randomly in unrelated folders.	Main page, associated pages, graphics, sounds, videos, and any other related files are stored in one website folder.	Main page, associated pages, graphics, sounds, videos, and any other related files are stored in one website folder. If a large website is developed, subfolders for images and sound are created.
Editing	Pages are constructed with a graphical editor such as Netscape Composer. No HTML editing is done.	Pages are built with a graphical editor such as Netscape Composer or written in HTML with a text editor such as Notepad.	Pages are built with a graphical editor such as Netscape Composer or written in HTML with a text editor such as Notepad. Additional HTML or JAVA code is included to increase interactivity and add design flexibility.
Sound	No sound is included.	A link to an existing sound file is included.	Links to an existing sound file OR code is edited to include a background sound.
Interactivity/navigation/hyperlinks	Links to other pages, files, or sites are absent or do not function correctly. Few interactive features are included.	Links to other sites, pages, targets or files exist and function correctly. An e-mail link is inserted.	Attractively formatted and easily accessible links to other sites, pages, targets or files exist and function correctly. An e-mail link is inserted. JAVA applets are embedded to increase motion and/or interactivity.
Graphics/Image Editing	Existing graphics are inserted. Graphics sources are not cited or links to graphics sources are not inserted.	Existing graphics and/or saved Internet graphics are used. Scanned or downloaded digital images, original animations and 3D banners, and original art are added when appropriate. Most file format and file size problems are solved. Graphics sources are cited and/or links to graphics sources are inserted.	Carefully selected graphics of the following types are used only when they enhance the content of the website: existing graphics, saved Internet graphics, scanned or downloaded digital images, original animations, 3D banners, and original art are added when appropriate. File format and file size problems are solved with little or no assistance. Graphics sources are cited and links to graphics sources are inserted.

Presentation Rubric

Table of Contents

Elements	Exemplary 4	Acceptable 3	Improving 2	Not OK 1
Audience	Needs and wants of audience met in unique and interesting ways. Visual and verbal cues used to enhance the presentation and further draw the audience in	Style, vocabulary and, supportive audio/visual appropriate for audience. Visual and/or verbal cues used to make adjustments to maintain audience interest	Style, vocabulary length and supportive audio/visuals do not clearly match audience needs. Visua/Verbal cues recognized with little or no adjustments to maintain audience interest	Presentation demonstrates overall lack of attention to audience needs. Visual/ Verbal cues ignored or completely missed
Purpose	Purpose is clearly identified and is intertwined throughout the presentation, with each piece building on the one before it, illuminating the conclusion for all listeners.	Purpose is clearly identified and met through presentation. All elements lead listener to desired conclusion.	Purpose is identified and loosely followed to a conclusion. Careful listeners can identify the purpose.	Purpose unclear or not identified at all. Presentation rambles with audience left to ponder the purpose.
Information	Information is accurate, timely appropriate and interesting. Information is presented in a novel way which clearly connects to audience and purpose	Information is accurate, timely and appropriate. Information is selected and used based upon audience and purpose.	Information is accurate and timely. Some information is included or absent which detracts from the purpose and audience needs.	Information is inaccurate and unclear. Information provided does not allow listener to comprehend and follow the message

Danielson's Four Domains of Teaching

from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson

Table of Contents

Planning and Preparation:

Demonstrates knowledge of content, pedagogy, students, instructional goals, resources, student learning and knows how to design coherent instruction

Classroom Environment:

Creates an environment of respect and rapport, establishes a culture for learning, manages classroom procedures, manages student behavior and organizes physical space.

Professional Practice:

Communicates clearly and accurately, uses questioning and discussion techniques, engages students in learning, provides feedback to students, and demonstrates flexibility and responsiveness.

Professional Responsibilities:

Reflects on teaching, maintains accurate records, communicates with families, contributes to the school and district relationships, grows professionally, and shows professionalism in relations with students.

Bloom's Taxonomy

Table of Contents

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

<p>Knowledge</p>	<ul style="list-style-type: none"> ● observation and recall of information ● knowledge of dates, events, places ● knowledge of major ideas ● mastery of subject matter <p><i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
<p>Comprehension</p>	<ul style="list-style-type: none"> ● understand information ● grasp meaning ● translate knowledge into new context ● interpret facts, compare, contrast ● order, group, infer causes ● predict consequences <p><i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
<p>Application</p>	<ul style="list-style-type: none"> ● use information ● use methods, concepts, theories in new situations ● solve problems using required skills or knowledge <p><i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>

Analysis	<ul style="list-style-type: none"> ● see patterns ● organization of parts ● recognition of hidden meanings ● identification of components <p><i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
Synthesis	<ul style="list-style-type: none"> ● use old ideas to create new ones ● generalize from given facts ● relate knowledge from several areas ● predict, draw conclusions ● <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> ● compare and discriminate between ideas ● assess value of theories, presentations ● make choices based on reasoned argument ● verify value of evidence ● recognize subjectivity ● <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Questioning Strategies

Table of Contents

1. Balance factual and thought-provoking questions
2. Encourage lengthy responses and sustained answers
3. Allow time for thought
4. Ask for volunteers but also call on students at random
5. Phrase questions clearly
6. Keep transitions smooth
7. Encourage students to comment on the answers of classmates
8. Build on student responses
9. Tactfully curb aggressive students
10. Do not interrupt a student who is attempting to answer
11. Do not tolerate ridicule of an answer
12. Stretch your questions to the higher levels of Bloom's Taxonomy
13. Include creative and open-ended questions.
14. Allow sufficient wait time to let students think about their answers
15. Require students to listen to one another's answers.
16. Para-phrase or consolidate the best parts of several answers

17. Ask questions to find out what students knew rather than what they did not know.
18. Ask questions to encourage participation rather than to intimidate or threaten.
19. Time questions to coincide with readiness.
20. Prepare students for questions.
21. Plan questions as part of class preparation.
22. Asked divergent, open-ended questions that require reflection, analysis, and evaluation by students.
23. Used a variety of reinforcements

Howard Gardner' Multiple Intelligences

Table of Contents

Linguistic - Sensitivity to meaning and order of words

Poets, Translators

T. S. Elliot

Musical - Sensitive to pitch, melody, rhythm and tone

Composer, Singer

Igor Stravinsky

Spatial - The ability to perceive the world accurately and to re-create or transform aspects of the world.

Sculptor, Architect, Surveyor

Pablo Picasso

Logical Mathematical - The ability to handle chains of reasoning and to recognize patterns and order.

Mathematician, Scientist

Albert Einstein

Bodily-Kinesthetic - The ability to use the body skillfully to handle objects adroitly.

Athlete, Dancer, Surgeon

Martha Graham

Interpersonal - The ability to understand people and relationships

Politician, Salesperson, Teacher

Mahatma Gandhi

Intra-Personal - Access to one's emotional life as a means to understand oneself and others

Therapist, Social Worker

Sigmund Freud

Spiritual - A sense of being able to focus on inner self and the position of a person with the whole of the universe as deep meaning (newest)

Principles of Learning

Table of Contents

1.Acquiring information

- Activating old knowledge and using it to make sense of new information
- Organizing information to associate it and link it to existing knowledge in long-term memory
- Increasing the accumulation by restructuring new information that is added and making generalizations about existing information.

2.Using knowledge in meaningful ways allows for understanding of systems and problem solving

3.Dispositions of effective learners

- Having an awareness of their thinking process at a given time
- Seeking accuracy in their tasks
- Operating at the outward edge of abilities, not at the center

4.Thinking needed to develop a positive attitude toward learning

- Safety and environmental comfort
- Acceptance from the teacher and other students
- Value placed on their work, the clarity of instruction and the students perceived ability to complete the tasks

5.Student thinking needed to acquire and integrate knowledge

- What do I know?
- What do I want to know?
- What have I learned?

6.Thinking needed to extend and refine knowledge

- Comparing
- Classifying
- Inducing/Deducing
- Analyzing
- Constructing Support
- Abstracting
- Analyzing value

7.Thinking needed to make meaningful use of knowledge

- Relate school knowledge to personal goals
- Oral discourse for insight
- Composing to create a new product
- Problem solving; overcoming an obstacle
- Decision making; looking at equal alternatives
- Scientific inquiry; testing accuracy of principles

8. Thinking needed to develop desirable habits of mind

- Being clear and seeking clarity
- Being accurate
- Being open-minded
- Taking a position and defending it
- Being sensitive to the level of knowledge and feeling of others
- Avoiding impulsive behavior
- Having creativity - looking for unapparent answers and solutions, pushing limits of knowledge, and generating and following own standard of evaluation
- Having self-regulated behavior - planning, sensitive to feedback, using available resources, awareness of own thinking and evaluating effectiveness of own thinking

Constructivist Approach to Learning

Table of Contents

Charlotte Danielson's interpretation described in *Enhancing Professional Practice: A Framework for Teaching*. (Alexandria, VA: Association for Supervision and Curriculum Development, 1996)

"Educators and policymakers have been speaking recently of constructivism and a constructivist approach to learning and therefore teaching. During the past few years, this orientation has become de rigueur in educational circles and is reflected in the new curriculum standards begun by NCTM and flowed by other professional organizations and many states. We must recognize, however, that this moment is not new. Constructivism stems from a long and respected tradition in cognitive psychology, especially the writings of Dewey, Vygotsky and Piaget. Since the early 20th century, these cognitive approaches have competed for attention with the more behaviorist orientation of Skinner, Bereiter, and their followers in the back-to-basics movement of the 1970's.

So what is at the constructivist approach, and why does it represent a new paradigm? Constructivism holds that people's understanding of any concept depends entirely on their mental construction of that concept--that is, their experience in deriving that concept for themselves. Teachers can, of course, guide the process, but students must undertake and manage the process of developing an understanding for themselves. The constructivist approach makes explicit that different individuals, depending on their experiences, knowledge, and their cognitive structures at the time will understand a given presentation based on what their pre-existing knowledge and cognitive structures allow them to absorb--regardless of a teacher's intentions or the quality of an explanation." (Danielson, p. 23)

NCATE - Constructivist Learning

A constructivist view of learning describes learning as an intellectual process in which learners develop what they know by fitting new ideas together with ideas they have already learned from previous experience, and they do this fitting together in their own unique ways. In the process of making these intellectual constructions, learners are influenced by the social and intellectual environments in which they find themselves. As a result, because much learning occurs in schools and classrooms, these settings affect both how and what learners learn. Learners see or hear something in their school environment, interpret that new experience based on what they already know, and come to a personal understanding by connecting the new experience with their previous understanding. The result of the process is learning that is made up of three elements: (1) knowledge they gain from the new experience, (2) their prior understanding, and (3) their personal connection of the new and the old. Because learning

occurs in this way, the primary teaching tasks of schools and teachers are (1) to provide constructivist learning experiences, (2) to remember continuously that all members of the community--students, teachers, staff members, administrators, and parents-- are learning all the time in their unique ways.

GOOD TEACHING PRACTICES

Table of Contents

From Elizabeth Anne Yeager's article, "Thoughts on Wise Practice in the Teaching of Social Studies," in *Social Education*, (Washington: National Council for the Social Studies, 2000): 64(6) pp. 352-353.

"1. Teacher show a good grasp on content knowledge and pedagogical content

Knowledge and can translate this in effective and interesting ways for students

2. Teachers show enthusiasm for their content, model intellectual curiosity and interact frequently with their students whatever the form of instruction may be.
3. Teachers promote critical thinking and/ or problem solving appropriate to the discipline they are teaching.
4. Teachers may use different instructional approaches at different times; the authors are not advocating that one of these approaches is always preferable. Rather whatever approach they take involves the students in meaningful issues, forms of inquiry, and classroom activities in which stimulating questions are explored and students have substantial intellectual responsibility.
5. Teachers bring meaningful material beyond the textbook and engage students in the types of sources that are appropriate to the discipline.
6. Teachers attend to their students' academic skills while engaging them in social studies content: for example, they provide opportunities for reading, writing, and learning basic research methodologies." (p. 353)

"Meaningful social studies teaching encourages students to use thematic networks of knowledge that will be helpful to them as lifelong learners; such teaching connects with their interests, focuses on in-depth treatment of fewer topics rather than shallow coverage of many, and incorporates authentic activities and assessments that encourage students to apply content in appropriate ways. For social studies to be integrative, teachers must address a broad range of forms of knowledge that crosses disciplinary boundaries with a variety of resources and activities. Value-based teaching means that teachers have awareness of their own values and how these influence their teaching; it also means that teachers address controversial and ethical issues appropriate to the social studies and promote critical thinking and decision making.

Teachers must ensure that social studies is an active learning experience through their development of curricula that encourages students to discover knowledge to use a variety of instructional materials and authentic activities to relate the content to their own lives, to engage in reflective discussion, to assume responsibility for their own learning, and to develop new understandings through a process of active construction of meaning. Teachers themselves must model subject knowledge, intellectual curiosity, and the joy of learning. (p.352)

Recommendations for Teachers of Social Studies from *Social Studies for the 21st Century* by Jack Zevin

1. Become active in professional organizations at the state, local, and national levels, especially the National Council for the Social Studies and its affiliates.
2. Read professional journals (at least one or two) as well as newsletters and magazines, regularly.
3. Take advantage of frequent in-service educational opportunities to broaden and deepen your knowledge and understanding of history and the social sciences--with particular attention to the non-Western world and its cultural products.
4. Try to transmit the past by connecting it to the present, acquiring a deeper and more critical comprehension of traditional topics, without neglecting current events that illuminate our time.
5. Experiment with new approaches and materials, different social sciences such as geography and economics, and especially those that encourage higher level thinking and value analysis of important topics and issues.
6. Incorporate group dynamics and field experiences into teaching in order to create active rather than passive learners and to involve as many students as possible in every lesson.
7. Discuss, examine, argue, debate, and evaluate controversial issues in an atmosphere of tolerance and free speech.
8. Remember that secondary school students are young adults who need recognition and the opportunity to contribute their ideas to the general pool of information in their preparation for daily adult life and their roles as citizens in a democracy.
9. Decrease teacher control by transferring decision making and conclusion drawing to students whenever possible, particularly on those issues that involve values, while reserving the right to challenge statements that demand to be tested.
10. Create new lessons and materials, or reinterpret standard topics, to meet changing student needs and social conditions.
11. Keep abreast as much as possible with scholarly research and experimental conclusions in social studies and related fields.
12. Incorporate regular pre and post test evaluation procedures, using both standard and teacher-designed tests that include factual, analytical, and judgmental questions in a variety of formats; replace test items frequently to improve the testing process as a basis for issuing fair grades.
13. Decrease or modify reliance on textbooks, particularly as the sole or major tool of teaching. Supplement assigned books with other tools, including additional texts, original sources, media technology, CD-ROMS and computer simulations, and materials from other disciplines to create a richer and more balanced curriculum as well as to cross-check for bias.
14. Assert your own style and philosophy of teaching, both to students and to colleagues, but remain open to change, improvement, and new policies when these appear soundly conceived, well-defended, and empirically successful.
15. Be prepared to fight for academic freedom, especially when special interests or community prejudices seek to suppress the teaching or discussion of vital issues.
16. Develop and keep somewhere safe your own repertory of "great lessons" and activities, to be continually integrated into your teaching.
17. Listen to student complaints and suggestions. Take seriously students' comments about content, topics, books, and skills they would like to see emphasized or diminished, within the limits of school regulations and course requirements.
18. Read, look, and listen. Promote and expand your own interests in literature, music, art, journalism, media, other cultures, travel, statistics--whatever captures your imagination. Use your interests to

- enrich your teaching.
19. Consider teaching in a team, core, or integrated approach with other teachers, creating an interdisciplinary approach that combines history and literature, or science and social studies, humanities and world studies, or any other program that pleases you and your colleagues and helps you and your students to view subject matter as an interconnected whole.
 20. Always reflect on and revise your goals throughout your teaching career. question assumptions, test generalizations, allow innovations a fair trial run--just as your would wish our students to do." (pp. 404, 405)

ADAPTED ACTIVITIES FOR SPECIAL NEEDS

Table of Contents

- **Structured Study Guide**
- **Information Organizer**
- **Skeletal Outline**
- **What You Need to Know Chart**
- **Concept Activity**
- **Application Activity**
- **Game**
- **Manipulative**

Activity	The Student Has Difficulty:	The Student Needs
Structured Study Guide: Provides structure and location clues	Listening to lectures Taking notes Organizing information Reading the text Completing work independently	Consistent routine Practice and review Structure
Information Organizer: Presents information in chart, graph or pictorial form	Listening to lectures Taking notes Organizing information Completing in-class assignments Locating Information Sequencing information Understanding relationships	Visual presentation Concrete approach Structure
Skeletal Outline: Provides a visual structure to accompany a lecture or text	Listening to lectures Organizing information Reading the text Completing written assignments Writing legibly	Structure Taking notes Practice and review

What You Need To Know Chart: Provides a list of important terms and concepts contained in each chapter or unit	Organizing information Reading the text Completing work Defining new vocabulary Locating information Recalling information Understanding relationships	Consistent routine Structure
Concept Activity: Presents abstract concepts in a concrete manner using graphics or advance organizers	Listening to lectures Taking notes Reading silently Recalling new information Understanding abstract concepts	Visual presentation Advance organizers Concrete approach
Application Activity: Encourages students to organize and apply learned information in a structured format, i.e., making a poster, conducting an interview, building a model or making a collage	Communicating through written expression Applying information Demonstrating understanding through written tests	Structure Hands-on activities Concrete approach Small group interaction An alternative to written assignments
Game: Encourages students to practice and review facts and concepts	Organizing information Participating in class discussion Reading the text Studying for tests Recalling information	Positive reinforcement Small group interaction Immediate feedback Hands-on activities Additional practice and review
Manipulative: Provides a kinesthetic approach for applying, categorizing, and relating information in the form of pocket charts or study cards	Taking notes Completing homework Studying for tests Making comparisons Answering completion questions	Hands-on activities Visual reinforcement An alternative to written tests

Management

Table of Contents

High expectations and time spent on academics increase achievement and self-satisfaction. Students learn best when they are challenged, but not beyond their potential for success. Enthusiastic teachers motivate students. Motivated students engaged in constructive learning are less apt to become behavioral problems. Structuring lessons to review previous work, giving new content in multiple ways, allowing time for guided and independent practice and providing feedback encourage students to master the material. Providing examples to clarify concepts helps students as does reviewing. Taking student differences into account enables teachers to reach students. Students have different learning styles and rates and it does not make sense to offer the same material in the same way to all students. Frustration and boredom produce opportunities to act out.

Cooperative learning approaches can benefit academic achievement and social interaction. Cooperative learning more than independent or competitive approaches prepare students for real life conditions, such as functioning in families, workplaces and communities. Examples are jigsaw, problem solving and group reports. Heterogeneous groups allow students to learn from each other and collaborate to reach an

end.

Guideline for effective management

Arrange the room to accommodate student needs, encourage learning and prevent misbehavior. Have materials handy, arrange room so all students can see the blackboard and hear you, make sure you can see all students at all times and organize the room so switching from one type of activity to another can be accomplished with minimal disruption and movement.

Establish rules early and include student input. Students generally want fairness and consistency, cornerstones of effective management. Remember to emphasize behavior not students. Expressing interest in students and using eye contact, smiling, using students' names encourages a positive learning environment

Assessment is a part of management. Grades are one approach, but the trend is to encourage authentic assessment that provides alternative or non-test assessments. One example is portfolios.

Despite your best efforts to develop a pro-active management style, you may encounter classroom behavioral problems. Some behaviors may be part of a student problems such as Autism, Tourette's disorder or AHDH or inconsequential and consequently might be best ignored. However, other behavior might be too disruptive or distracting to other students. Sometimes what might appear minor may need attention to prevent it from escalating. Basically you want to deal with unacceptable behaviors while minimizing their spread. First steps might include facial expressions, wait time, calling on the student to participate or moving close to the student. Humor is another response that can be effective as long as it is not at the student's expense. Sarcasm and putdowns must be avoided. Changing seats helps in many situations. For more serious offenses, such as yelling at you, arguing, refusing to work or language, more active measures might be required. Avoid arguing with students in class. State your position and let the student know if he would like to discuss the situation further, they can see you after class.

Classroom Management in Context by Robert H. Zabe and Mary Kay Zabel

"Today's classrooms offer many challenges. The minority population has expanded tremendously, many children enter school with English as a second language, the number of students with identified learning and behavioral disabilities has increased, "at risk" students have multiplied and children from single parent families has expanded. Children receive less supervision since many mothers work outside of the home and some children come from homes where neglect, abuse, violence, drugs, alcohol and gangs are features of everyday life. Since inclusion brings more students with special needs into the classroom, teachers have to be aware of unique needs of these students and how to address those needs. In order to teach the diverse student body, teachers must have good management skills." (Zabe, p. 7.)

"When teachers encourage trust and mutual respect, they establish a basis for effective management. Communication, whether written, spoken or non-verbal, should reflect what the students will understand. Different cultural groups have different modes of communication. Non-verbal language sends signals. Invading a person's space tells us something about familiarity. In general, the closer the space the more personal and the larger the more impersonal. Teachers can use space to bring students to task. A distance may denote less concern and students may become distracted. Teachers can move closer to the students to diminish behavioral transgressions. However, cultural differences may influence responses. Arabs, Latin Americans, Greeks, and Turks engage comfortably in close social interaction and perceive persons who maintain greater personal distance as aloof and unfriendly. Other groups, such as Japanese, view close proximity as invading their space and even threatening. One study found that

"couples in San Juan, Puerto Rico touched each other 180 times per hour compared to 110 for a Parisian couple. A couple in Gainesville, Florida averaged two contacts and English couples never touched." (Zabe, p. 46)

Schools Student Teaching

Table of Contents

Apollo-Ridge High School
 Blairsville Middle School
 Butler
 Dayton
 Central Cambria High School
 Derry Area Middle and High Schools
 Elderton High School
 Ford City
 Fox Chapel
 Freeport High School
 Franklin Regional
 Gateway
 Greensburg-Salem Junior & Senior High School
 Hempfield High School
 Homer-Center High School
 Indiana Junior and Senior High School
 Johnstown Junior and Senior High School
 Kiski Area School District
 Kittaning
 Langley High School, Pittsburgh (collaborative)
 Latrobe Area Junior and Senior High Schools
 Marion Center High School
 Penn Cambria High School
 Penn Hills
 Penns Manor
 Plum Borough High School - Dick Williams
 Purchase Line High School (collaborative)
 Riverside in Oakmont
 Saltsburg High School
 United

You may not student teach in the following settings:

School of attendance/graduation
 Schools of EDUC 242 or EDUC 342
 School district of residence
 School districts where relatives are employed
 Schools where you have held paid or voluntary positions
 Students are responsible for living arrangements and transportation. Neither the university nor the social studies program carries responsibility in these domains.
 Student teachers are expected to be on time, attend all classes, participate in in-service days, and exhibit a professional demeanor. Students should dress appropriately at all times.
 It is absolutely essential that you mail the information and class schedule forms to the social studies

coordinator within the first four days of student teaching. Be sure those forms are filled in completely. The supervisors must have this information to set up the initial visits to the schools.

Student Teaching Assignments

Table of Contents

Weekly Reports

You must turn in a short weekly report to your supervisor each Friday. This report should contain the following: a) changes to your schedule in the upcoming week, including additional classes added to your teaching load; b) scheduled assemblies, testing periods, and/or films that may take the entire period in the upcoming week; c) a short description of your best and worst experiences of the week. Please e-mail these or drop these reports off at your supervisor's mailbox in the History department.

Should there be any late changes to your schedule (for e.g., a last-minute assembly that replaces one of your classes), please inform your university supervisor as soon as possible

Print Portfolio's

You must assemble a print portfolio, a large three-ringed binder that includes the following sections:

a) Lesson Plans

You have to develop a **detailed lesson-plan** for each lesson. Lesson plans must be typed and each plan must identify the specific NCSS and PA Academic standards that the lessons reflected. By the end of student teaching, you must have lessons for each of the ten NCSS standards.

Your lesson plans must provide detailed information about how you incorporated the following:

- Effective questioning strategies - examples of questions accompanying a lesson that show how you reached the upper levels of Bloom's taxonomy.
- Student-centered learning activities that promote active learning: collaborative-learning activities, problem solving and inquiry activities, debates, discussions, simulations, mock trials, role plays, etc.
- Learning activities that cater to multiple intelligences
- Adaptation of teaching strategies and learning activities to address special needs
- Multiple/diverse perspectives
- Authentic assessments
- Meaningful use of technology (by both you and your students) that enhances teaching and learning) e.g. WebQuests, PowerPoint presentations, etc.).

b) Unit Plans

You should develop at least two instructional units. Your cooperating teacher will probably assign you the units; in any case, you should work with him/her to decide which units you will teach.

c) Observation Reports

In the early weeks of the student teaching experience, you should, with the guidance of your cooperating teacher,

arrange to observe at least **ten lessons** . Where possible, include an observation of a learning support teacher. You will be given an observation chart as a guide. At the end of each observation, you should type up a single page evaluation report. Remember that you are not asked to critique the teachers you observe, but to use the opportunity to observe sound pedagogical skills and to learn different ways of managing a classroom. Your observation reports should be completed by mid-semester.

d) Video Analysis

Please make arrangements to videotape of yourself teaching a lesson. You may want to tape yourself on more than one occasion. Consult your cooperating teacher about obtaining permission from parents if necessary. You need to complete a written analysis of the videotaped lesson after you have viewed yourself on tape. You are expected to destroy the tape at the end of student teaching due to the privacy of students issue.

e) Reading Education Journals

In the course of the semester, you need to continue reading in the field. You have to read ten articles from relevant educational journals and provide a typed/word-processed analysis of each article. In each analysis, you should provide the relevant bibliographic information, a summary of the article and explain how you have/have not found the article to be useful for your development as a classroom teacher and how you may apply what you have learned in the classroom. These should be completed one week before the end of your student teaching assignment.

f) Feedback

Feedback provided by your cooperating teacher and university supervisor should be filed in this section.

g) Weekly Journals

You should keep a journal. You should use your journal entries to reflect on your student teaching experience, to identify what works and what areas need improvement. These should be kept up-to-date and be available for inspection whenever your supervisor arrives for a visit.

Electronic Portfolio

During student teaching you should continue to add material to the electronic portfolio that you have begun. The portfolio lists the INTASK and NCSS standards. By the end of student teaching, you should have placed under each standard an example of your teaching, explanations of how your examples met the standards, and reflection statements about your teaching.

Word of Caution

Please be aware that while your performance in the classroom is the primary focus of your student teaching assignment, your ability to complete satisfactorily out-of-classroom assignments and your promptness in meeting deadlines can also affect your grade.

Weekly Reports

You must turn in a short weekly report to your supervisor each Friday. This report should contain the following: a) changes to your schedule in the upcoming week, including additional classes added to your teaching load; b) scheduled assemblies, testing periods, and/or films that may take the entire period in the upcoming week; c) a short description of your best and worst experiences of the week. Please e-mail these or drop these reports off at your supervisor's mailbox in the History department.

Should there be any late changes to your schedule (for e.g., a last-minute assembly that replaces one of your classes), please inform your university supervisor as soon as possible

Print Portfolios

You must assemble a print portfolio, a large three-ringed binder that includes the following sections:

a) Lesson Plans

You have to develop a **detailed lesson-plan** for each lesson. Lesson plans must be typed and each plan must identify the specific NCSS and PA Academic standards that the lessons reflected. By the end of student teaching, you must have lessons for each of the ten NCSS standards.

Your lesson plans must provide detailed information about how you incorporated the following:

- Effective questioning strategies - examples of questions accompanying a lesson that show how you reached the upper levels of Bloom's taxonomy.
- Student-centered learning activities that promote active learning: collaborative-learning activities, problem solving and inquiry activities, debates, discussions, simulations, mock trials, role plays, etc.
- Learning activities that cater to multiple intelligences
- Adaptation of teaching strategies and learning activities to address special needs
- Multiple/diverse perspectives
- Authentic assessments
- Meaningful use of technology (by both you and your students) that enhances teaching and learning) e.g. WebQuests, PowerPoint presentations, etc.).

b) Unit Plans

You should develop at least two instructional units. Your cooperating teacher will probably assign you the units; in any case, you should work with him/her to decide which units you will teach.

c) Observation Reports

In the early weeks of the student teaching experience, you should, with the guidance of your cooperating teacher, arrange to observe at least **ten lessons**. Where possible, include an observation of a learning support teacher. You will be given an observation chart as a guide. At the end of each observation, you should type up a single page evaluation report. Remember that you are not asked to critique the teachers you observe, but to use the opportunity to observe sound pedagogical skills and to learn different ways of managing a classroom. Your observation reports should be completed by mid-semester.

d) Video Analysis

Please make arrangements to videotape of yourself teaching a lesson. You may want to tape yourself on more than

one occasion. Consult your cooperating teacher about obtaining permission from parents if necessary. You need to complete a written analysis of the videotaped lesson after you have viewed yourself on tape. You are expected to destroy the tape at the end of student teaching due to the privacy of students issue.

e) Reading Education Journals

In the course of the semester, you need to continue reading in the field. You have to read ten articles from relevant educational journals and provide a typed/word-processed analysis of each article. In each analysis, you should provide the relevant bibliographic information, a summary of the article and explain how you have/have not found the article to be useful for your development as a classroom teacher and how you may apply what you have learned in the classroom. These should be completed one week before the end of your student teaching assignment.

f) Feedback

Feedback provided by your cooperating teacher and university supervisor should be filed in this section.

g) Weekly Journals

You should keep a journal. You should use your journal entries to reflect on your student teaching experience, to identify what works and what areas need improvement. These should be kept up-to-date and be available for inspection whenever your supervisor arrives for a visit.

Electronic Portfolio

During student teaching you should continue to add material to the electronic portfolio that you have begun. The portfolio lists the INTASK and NCSS standards. By the end of student teaching, you should have placed under each standard an example of your teaching, explanations of how your examples met the standards, and reflection statements about your teaching.

Word of Caution

Please be aware that while your performance in the classroom is the primary focus of your student teaching assignment, your ability to complete satisfactorily out-of-classroom assignments and your promptness in meeting deadlines can also affect your grade.

Class Schedule Form

Table of Contents

Complete the following with the greatest accuracy. IUP supervisors, who make unnecessary treks to observe you, are unlikely to be pleased if you are absent, find the school closed, or learn that your schedule that day varies from the usual.

My Student Teaching Schedule

Name _____

Clock Time &	Room	Grade	Subject	*Date you will
--------------	------	-------	---------	----------------

Phone at above _____

e-mail _____

School _____

School Address _____

School Phone Number _____

Coop's Name _____

Coop's Phone Number _____

Coop's e-mail _____

Praxis Tests & Scores Needed

Table of Contents

Core Battery	Test Code	Qualifying Score
Communication Skills	20500	646
General Knowledge	10510	644
Principles of Learning & Teaching K-6 (Elementary & Early Childhood only)	30522	167 (effective 9/1/99)
Principles of Learning & Teaching 7-12 (All Secondary Areas)	30524	167 (effective 9/9/99)

Social Studies 10081 157

Topics Covered

Table of Contents

1. United States History

Physical geography of North America

Native American peoples

European exploration and colonization

American Revolution

Establishing a new nation

Early years of the new nation

Continued national development

Civil War era

Emergence of the modern United States

Progressive Era and the First World War through the New Deal Second World War

Post-Second World War period

Recent developments

2. World History

Prehistory and ancient history

Development of city civilizations

Culture and government of ancient civilizations

Feudal societies

Africa south of the Sahara

Islamic civilization

Rise and expansion of Europe and its contacts with Asia, Africa, and the Americas Europe during the Renaissance, Reformation, and revolutionary periods

Industrial Revolution

Nationalism and imperialism in Europe, the Americas, Africa, and Asia

Twentieth century

Current trends

3. Government/Civics/Political Science

Basic political concepts and political theory, such as the need for government and liberal/conservative orientation

Constitutional foundation and political system of the United States

Other forms of government such as parliamentary systems

International relations

4. Geography

Themes: location, place, movement, regions, human-environment interaction

Map skills: reading and interpreting maps, determining distance and direction, locating physical features

Tips for taking the Praxis Exam

Table of Contents

UNDERSTANDING MULTIPLE-CHOICE QUESTIONS

You will probably notice that multiple-choice questions use word order (or *syntax*) that is different from the word order you're used to seeing in ordinary things you read, like newspapers or textbooks. One of the reasons for the unusual word order of multiple choice questions is that many such questions contain the phrase "which of the following."

The purpose of the phrase "which of the following" is to limit your choice of answers only to the list given. For example, look at this question:

Which of the following is a flavor made from beans?

- (A) Strawberry**
- (B) Cherry**
- (C) Vanilla**
- (D) Mint**

You may know that chocolate and coffee are flavors made from beans also. But they are not listed, and the question asks you to select from among the list that follows ("which of the following"). So the answer has to be the only bean-derived flavor in the list: vanilla.

Notice that the answer can be substituted for the phrase "which of the following." In the question here, you could insert "vanilla" for "which of the following," and have the sentence "Vanilla is a flavor made from beans." Sometimes it helps to cross out "which of the following" and insert the various choices.

Also, looking carefully at the "which of the following" phrase helps you to focus on what the question is asking you to find and on the answer choices. In the simple example here, all of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

The vanilla bean question is pretty straightforward. But the phrase "which of the following" can also be found in more challenging questions. Look at this question, taken from the Literature and Language section of a Multiple Subjects Assessment for Teachers (MSAT) test:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential**
- (B) Concrete and abstract**
- (C) Linear and recursive**
- (D) Main and subordinate**

The placement of "which of the following" tells you that the list of choices is a list of "relationships of ideas." What are you supposed to find as an answer. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question as "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

Don't be put off by words you don't understand. It might be easy to be upset by words like "recursive" or "inferential". Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with, and expect to teach to your students. So slow down, and use what you know. Don't make the questions more difficult than they are. Don't read for "hidden meanings" or "tricks." There are no "trick questions" on Praxis 11: Subject Assessments. They are intended to be serious, straightforward tests of subject knowledge.

Because people expect test-making companies to write with more grammatical correctness than most media use today, test questions can look old-fashioned, or just plain difficult to follow. Look at this question from the Elementary Education test:

In which of the following theories is the influence of rewards most likely to be emphasized in explaining behavioral change?

- (A) Information-processing theory**
- (B) Operant conditioning theory**
- (C) Classical conditioning theory**
- (D) Cognitive development theory**

Write the question in your own words here:

After spending a minute with the question, you can probably see that you are being asked to find the theory which explains changes in behavior in terms of rewards. (The answer is B. The important thing - if you're not planning to take the Elementary Education test - is figuring out what the question is asking. Figuring out the answer is the second step. With enough practice, you should be able to figure out what any question in any field is asking. Knowing the answer is, of course, a different matter, but you have to understand a question before you can answer it.

It takes more work to understand "which of the following" questions when there are more words in a question. The Praxis Series test questions often portray actual classroom situations and actual teaching strategies. You will be asked to apply your knowledge of teaching theory to a specific situation, just as you would in a classroom. Questions that require application of theory to practice invariably require more reading than straight naming-the-theory questions would.

Consider this question:

A teacher gives her students a list of terms to use in an essay and intends the list to serve as a kind of learning support called a scaffold. If the students use the list effectively, which of the following would be an appropriate next step for the teacher to take when assigning the students their next essay?

- A. Asking the students to come up with their own list of terms to use in the new assignment.**
- B. Giving the students a longer list of terms to use in the new assignment.**
- C. Giving the students a list of terms and asking them to write down a definition of each before beginning the new assignment.**
- D. Asking the students to use the same terms in the new assignment.**

Given the placement of the phrase "which of the following," you can tell that the list of answer choices is a list of "next steps." What are you supposed to select from the list? An "appropriate next step."

Being able to select "an appropriate next step" depends on your understanding the situation described in the question. Describe the situation in your own words here:

Also, selecting the appropriate next step depends on your knowing what "scaffolding" is, and knowing that after "scaffolding" (in this question, providing the students with a list of words), a teacher is supposed to shift the supporting to the students themselves (called "fading").

Instead of asking "What comes after scaffolding?" the question asks you to apply your knowledge of these strategies to a specific situation. Selecting the correct answer (A) depends on your being able to read accurately and process information efficiently.-----

UNDERSTANDING THE DETAILS OF THE QUESTION

Another factor in understanding questions is understanding all of the details of the question that may help you find the answer. Here is an example of such a question, taken from the Principles of Learning and Teaching: Grades 5-9 test:

In order to determine how well the students in an eighth-grade class are reading as compared to other students in the nation, a teacher should examine the results of which of the following kinds of tests?

- A. A criterion-referenced reading test**
- B. A norm-referenced reading test**
- C. An aptitude test**
- D. An informal reading inventory**

The placement of "which of the following" tells you that you are selecting a kind of test for your answer. The details in the question that help you determine your answer are- eighth-grade students; reading test; comparison with other students in the nation. These are the conditions that your answer must fit. These are also all clues that can help you select your answer.

All of the choices seem appropriate for eighth-graders, and all of the tests listed might be used to assess reading skills. But only B satisfies the detail that you want to compare these students' scores with scores of other students in the nation. Such a comparison is provided by a norm-referenced test.

You may find that it helps you to circle each of the details of the question in your test book so that you don't miss any of them. It's only by looking at all parts of the question carefully that you will have all of the information you need to answer the question.

Here's another question on testing (something prospective teachers need to know about. Write in the space provided what you're looking for as an answer, and the other details of the question.

Which of the following events would result in a bias that may affect the validity of the standardized test scores for a test that presents multiple choice questions and uses a gridded answer sheet?

- A. Three students use a geometric pattern to fill out their answer sheets.**
- B. A teacher gives the entire class an extra ten minutes to complete the test because three students with learning disabilities need more time.**
- C. A teacher selects a test that has questions that match the skills and concepts taught in the classroom.**
- D. Students taking the test have taken a different form of the same test the previous year.**

What I'm looking for as the answer:

What are the other details of the question?

You're looking for an event that would bias (i.e. negatively affect the validity of a standardized test. Other details presented in the question are: the test is multiple choice and uses a standardized ("gridded") answer sheet.

In order to answer the question correctly, you would have to know something about the factors affecting the validity of standardized tests. Nevertheless, with this strategy of looking at the question, and looking at the details of the question, you can understand what the question is asking, whether you know the answer (B) or not. When you understand the question, you can at least make an educated guess at the answer. Often, when you understand the question, you will find that you know the answer.

UNDERSTANDING QUESTIONS CONTAINING "NOT," "LEAST," "EXCEPT"

In addition to "which of the following" and details that must be understood, the words "NOT," "EXCEPT," and "LEAST" often make comprehension of test questions more difficult. These words are always capitalized when they appear in The Praxis Series test questions, but they are easily (and frequently) overlooked.

For the following test question (taken from a Principles of Learning and Teaching test), determine what kind of answer you're looking for, and what the details of the question are.

According to most researchers on bilingualism, which of the following would be LEAST helpful for children whose native language is not English and who have limited English proficiency to acquire knowledge of a subject?

- A. Teaching them the subject exclusively in English.**
- B. Teaching them the subject in their native language until their English skills permit instruction in English.**
- C. Developing their English skills while they are learning the subject.**
- D. Strengthening native language skills to support subject-matter instruction.**

What I'm looking for:

Details of the question:

You're looking for the strategy that would be LEAST effective. The details are that the students' native language is not English, they have limited English proficiency, and the goal is for them to acquire knowledge of a subject (not simply English language skills). Another detail is that the answer you select has to be based on research on bilingualism, not just what might seem like a good answer, A is the answer - that is all of the other choices are more effective than A.

It's easy to get confused while you're processing the information to a question with a LEAST, NOT, or EXCEPT in the question. If you treat the word "LEAST" as one of the details you must satisfy, you have a better chance of understanding what the question is asking. And when you check your answer, make "least" one of the details you check for.

Here's a slightly more difficult example of the "NOT" kind of question to test your developing skills.

First look at what the question is asking you to find, and then list the details of the question. This question is also from the Principles of Learning and Teaching test.

*A high school teacher is trying to help nonfluent speakers of English understand on English text. During the class, the teacher asks the students to read aloud and focuses on correcting errors in pronunciation. Which of the following is a principle of second language development that this approach **fails to take into account**?*

- A. For most nonfluent speakers of a language, the fastest way to learn the language is to imitate the way native speakers speak it.**
- B. Reading skills have to be well established before a student of a language can learn a language.**
- C. Nonfluent speakers of a language can understand what they are reading before they can accurately pronounce all the sounds in the language.**
- D. Students should not attempt to read aloud before they can read grade-level texts silently with understanding.**

What I'm looking for:

Details of the question:

You're looking for a theory of language learning that the teacher's actions "fail to take into account." This is a kind of NOT question. It could easily be worded "which of the following theories of language learning does NOT support the teacher's actions?"

Details of the question are in the situation described. The students (are "nonfluent." They are reading aloud. The teacher "focuses on" correcting their pronunciation and is trying to help them understand the content of the text.

The question sets up a relationship between understanding content and pronunciation. The teacher seems to think that correct pronunciation of words will help promote understanding. The answer (C) says that nonfluent speakers can understand the content of a language without being able to pronounce all the words correctly. This is the theory that the teacher "fails to" (or does NOT) take into account.

This question is difficult. It requires careful reading and processing of information. The content of the question is probably something you know about, and when you understand exactly what the question is asking, you will be able to show what you know by selecting the correct answer.

Here's an example of a question that uses the word "EXCLPT":

If there are exactly 5 times as many children as adults at a show, all of the following could be the number of people at a show EXCEPT:

- A. 102**
- B. 80**
- C. 36**
- D. 30**

What I'm looking for:

Details of the question:

You're looking for the number that *cannot* be the sum of a number plus five times that number. There are several ways to solve this problem ($x + 5x = 6x$), including trial and error. You may also know that all possible numbers must be multiples of 6. The only number that is NOT a multiple of 6 is 80. The answer is B.

Again, the key to answering these questions correctly is remembering that all of the choices EXCEPT one are actually correct, and that you are looking for the incorrect one.

BE FAMILIAR WITH MULTIPLE-CHOICE QUESTION TYPES

You will probably see more than one question format on a multiple choice test. Here are examples of some of the more common question formats.

1. COMPLETE THE STATEMENT

In this type of question, you are given an incomplete statement. You must select the choice that will make the completed statement correct.

The underlying concepts of division most likely will be understood by the greatest number of children if the teacher

- A. presents the concept of division in several ways**
- B. thoroughly explains the theory of division**
- C. provides one easy step-by-step procedure for dividing**
- D. stresses the everyday usefulness of understanding division**

To check your answer, re-read the question and add your answer choice at the end. Be sure that your choice best completes the sentence.

The correct answer is A. Current learning theory supports the idea of appealing to the various learning styles in a classroom. The more ways a teacher can show what division is, the more likely it is that students will understand. If they understand the concept of division, they will be more likely to understand and perform the procedure.

2. WHICH OF THE FOLLOWING

This question type is discussed in detail in a previous section. Also discussed previously are strategies for helping you understand what the question is asking, and understanding details in the question that help you select the correct choice.

Which of the following are pronounced differently depending on whether they are used as nouns or verbs?

- A. lick, bottle, can**
- B. table, herd, carpet**
- C. drive, catalog, board**

D. sow, entrance, present

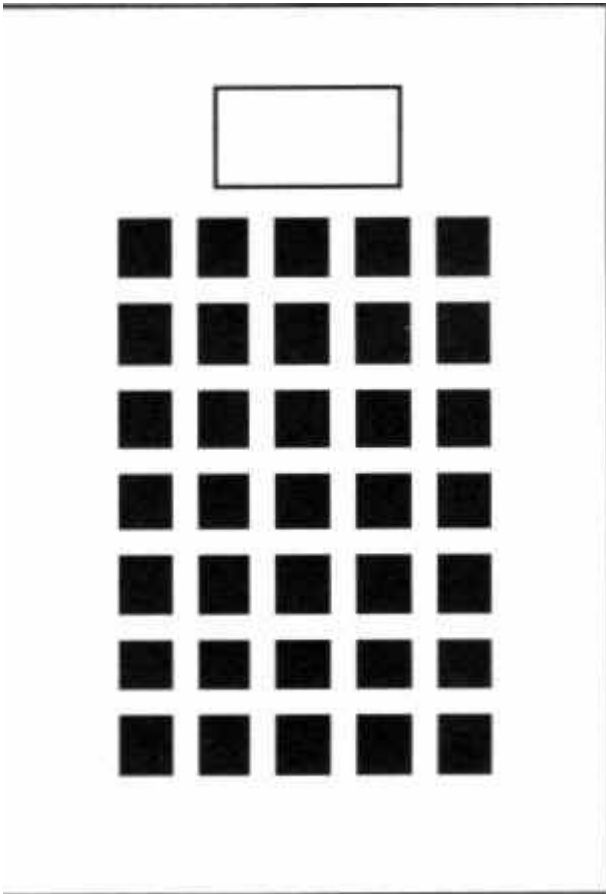
The question above asks you to pick the group of words pronounced one way when they are used as nouns and another way when they are used as verbs. Pronounce these words to yourself to check your answer.

(The correct answer is D).

3. ROMAN NUMERAL CHOICES

This format is used when there can be more than one correct answer in the list.

The following question refers to the diagram of a classroom seating arrangement:



The way the desks in the classroom are arranged in the diagram above is best suited to which two of the following activities?

- I. Independent work**
- II. Hands-on demonstration**

III. Lecturing by the teacher**IV. Writing exercises in which small groups of students work together**

- A. I and II
- B. I and III
- C. II and III
- D. III and IV

One useful strategy in this type of question is to assess each possible answer before looking at the answer choices. Then evaluate the answer options. In the question above, the classroom design is suited to both independent work and lecture. So the answer is B.

4. LEAST, EXCEPT, NOT

This question type is discussed at length previously. It asks you to select the choice that doesn't fit. You must be very careful with this question type, because it's easy to forget that you're selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way to do something.

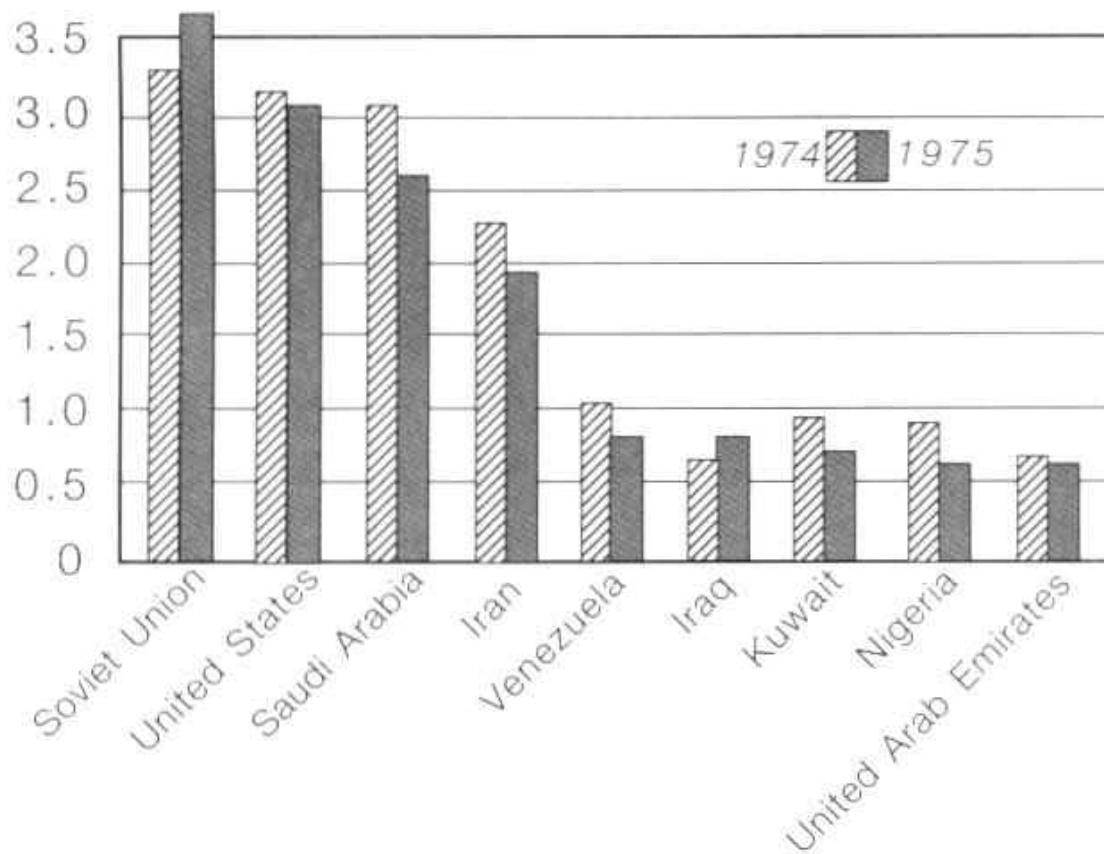
5. QUESTIONS ABOUT GRAPHS, TABLES, OR READING PASSAGES

The important thing to keep in mind when answering questions about tables, graphs, or reading passages is to answer the question that is asked. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph in light of the questions you have to answer. In the case of a long reading passage, you might want to go ahead and read the passage, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the question about the material, so read the question carefully.

Look at this example:

World Production of Crude Oil in (graph)

World Production of Crude Oil in
1974-1975 by Country



How many of the countries shown in the graph on the previous page produced more crude oil in 1975 than in 1974?

- A. None**
- B. One**
- C. Two**
- D. Three**

There is no reason to spend a great deal of time trying to understand the graph fully when you are being asked a very specific question about it. Here the best approach is to read the question and then to read the graph with the question in mind. You can quickly see that two countries produced more crude oil in 1975 than in 1974, so the answer is C.

Here is another example, this one taken from the Social Studies section of the Middle School Content Knowledge test:

ESTIMATED POPULATION OF AMERICAN COLONIES, 1630 AND 1750		
	1630	1750
New England	1,796	349,029
White Inhabitants	0	10,982
Black Inhabitants		
Middle Colonies	340	275,723
White Inhabitants	10	20,736
Black Inhabitants		
Southern Colonies	2,450	309,588
White Inhabitants	50	204,702
Black Inhabitants		
Total	4,586	934,340
White Inhabitants	60	236,420
Black Inhabitants		

Which of the following is a correct statement supported by the chart above?

- A. Religion was a powerful force opposing slavery in the American colonies.**
- B. Slavery grew rapidly throughout the American colonies despite restrictions on the slave trade.**
- C. Southern landholders preferred the labor of indentured servants to slave labor.**
- D. By 1750, the southern colonies had become demographically distinct from the other colonies.**

As with the question about the graph above, the best way to approach this question would be to look at the question before studying the table. You might want to look over the table briefly in order to get yourself oriented. What is it about? How is it organized?) But the key to answering correctly is reading the question and using the table to answer it. The only claim that is fully supported by the table is D. No other answer can be drawn solely from this chart.

6. OTHER FORMATS

New formats are developed from time to time in order to find new ways of assessing knowledge with multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for, and what details are given in the question that help you find the answer.

Here is an example of a format you might not have encountered before:

Directions: The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action makes it likely or unlikely to lead to the achievement of the goal.

GOAL: To increase the participation of low-achieving middle-school students in whole-class discussions

ACTION: Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments

- A. Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussion.**
- B. Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from these students.**
- C. Unlikely, because students in the middle-school grades prefer to have a choice in responding to discussions.**
- D. Unlikely, because students' positive feelings toward the teacher will decrease.**

In order to answer this question correctly you must read the directions, which explain how the paragraph marked "GOAL," the paragraph marked "ACTION," and the answer choices fit together.

The answer is B because it is the only action that is both "likely" to be successful and "likely" the right reason. To answer this question, you would first decide whether or not the action was likely to achieve the desired goal. Then you would select the reason. This two-part selection process would bring you to your answer.

WHAT ARE CONSTRUCTED-RESPONSE TESTS?

As their name indicates, constructed-response questions require you to construct a response (e.g., write an essay, draw a graph, make a chart, write out a math proof) rather than select the correct answer from a list, as you would do for a multiple-choice question.

Constructed-response tests typically have fewer questions than multiple-choice tests do, because each question takes longer to answer. Consequently, each question on a constructed-response test usually counts for more points toward your score than does each question on a multiple-choice test. Therefore, it is important that you know how points are awarded for answers.

HOW TO PREPARE FOR CONSTRUCTED-RESPONSE TESTS

1. LEARN WHAT THE TEST COVERS

The first thing to do is look at the description of the test in the Test at a Glance booklet. Look for the test specifications that tell you what kinds of questions will be on your test and what content will be covered.

2. FRANKLY ASSESS HOW WELL YOU KNOW THE CONTENT

Fill out a Study Plan at the end of this booklet. Have you had a course that covered this material? If so, do you have notes? Do you have access to a textbook? Where can you find the information you need to

know?

3. PRACTICE EXPLAINING THE KEY CONCEPTS

Constructed-response tests assess your ability to explain material, because teachers need to be able to explain concepts and processes to students in a clear, understandable way. You may know a great deal about your subject, but these tests will assess your ability to explain what you know.

In many cases, you will be required to explain fundamental concepts in your field, such as probability, the law of supply-and-demand, or photosynthesis. In the English Language and Literature test, you may be asked to respond to student writing, or to address a theoretical question such as whether it's better to teach the standard great works to high school students, or whether it's better to give them a sense of less well-known writings by members of other cultures and by American minorities.

Look over a high school text that is currently in use in your subject. What are the major concepts you will be required to teach? You may "know" them in the sense that you know what they are, but can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts. Talk with a professor or a high-school teacher whose knowledge you respect. Your goal is to discover the most current approaches to teaching your subject area.

For many candidates, this aspect of constructed-response tests is the hardest. These fundamental questions don't look difficult, but they are for many people who have never actually had to explain them before. To be successful on the Praxis II constructed-response tests, you must be able to explain key concepts in your own words.

4. UNDERSTAND HOW QUESTIONS WILL BE SCORED

Look at the scoring guide for the test questions. Scoring guides can be found in the Tests at a Glance booklets. These are the categories for which you will be awarded points. You will not be scored on any other aspect of your response: you will not be scored on spelling, grammar, handwriting, ability to write an essay except where stated, as on the English Language and Literature test), or any other feature. **YOUR RESPONSE WILL BE SCORED ONLY ON THE FEATURES LISTED IN THE SCORING GUIDE FOR YOUR TEST.** Of course, if your handwriting is illegible, and the scorers can't make out the words, your score may suffer. But the scorers are trained to ignore misspellings, less-than-perfect handwriting, and second-language problems, So familiarize yourself with the features of the scoring guide, and be sure your responses take the scoring guide into account.

UNDERSTANDING CONSTRUCTED-RESPONSE QUESTIONS

Here are some specific suggestions from Chief Readers who have scored thousands of essays from The Praxis Series tests. Paying attention to these suggestions can help you improve your test performance. Many, many points are lost in scoring because test takers haven't read the questions carefully before starting their responses.

1. KNOW WHAT THE QUESTION IS ASKING YOU TO DO

Take a moment to be sure what the question is asking. You might find it helpful to underline the words in the task that tell you what you are supposed to do. Many test takers lose points because they don't read the question carefully enough and start working before they're sure what they are supposed to do. If you answer a question other than the one that is being asked, you will not receive credit.

Here is an example of a constructed-response question from the Language and Literature section of the Multiple Subjects Assessment for Teachers (MSAT test):

Discuss two differences between narrative text and expository text.

Notice that you are not being asked what the two kinds of text have in common-, you are being asked about differences. In order to answer about differences, you would probably define what narrative text and expository text are. Then you would go on to cite two differences. If you cited only one difference, you would not be given full credit for your response.

Here is a sample of a response that received the maximum three points for a response on this test. It answers by fully explaining narrative text, then contrasting that explanation with an explanation of expository text.

Narrative text is text that tells a story. The reader sees the story through the narrator's eyes. Narrative text uses a lot of description and relates actual conversations as they occur. Narrative text also sets up situations to give the reader an idea of how the characters feel by what they say and what they do.

Expository texts are written to put forth a viewpoint. The purpose is to convince the reader. Expository text is also textbook writing: for the purpose of giving information. Narrative writing is in the form of a story, but expository writing is arranged according to introduction, body, and conclusion. Narrative text deals more with feelings and expository text with facts.

Here is another example from the MSAT test, this time from the Human Development section'

When children fail to succeed despite their best efforts, they may develop a sense of learned helplessness. Describe learned helplessness and how it affects children's achievement.

What are you being asked to do in this example?

Here you are asked to talk about ("Describe") the concept of learned helplessness and to tell how it affects children's achievement. Here is an example of a response that received full credit for addressing both parts of the question completely and accurately.

The condition of learned helplessness is when a child is told time and time again, either verbally or nonverbally, that he or she is unable to perform a task or tasks. The child begins to believe this, and therefore puts forth no effort to try. If this continues, the child's achievement in that area, and in other areas, suffers, because the child views himself or herself as unable or incompetent, and therefore achieves very little.

2. ANSWER ALL PARTS OF THE QUESTION

Many points are lost in scoring because test takers don't answer all parts of the question. Some constructed-response tests have tightly-structured questions, and test takers are expected to address everything they are asked to explain. Here is an example from one of the Social Studies tests:

Choose one country or geographic region in Africa, Asia, or the Middle East that was colonized by Europeans and that achieved its independence after the Second World War. Write an essay describing the ways in which that country or geographic region has been affected by European colonialism. Your essay should address at least two of the following: the economic, cultural, social, or political legacy of European colonialism.

List below the elements your answer has to contain. First, the country or geographic region you describe must meet all of the conditions specified in the question. These include:

1. One country or geographic region in Africa, Asia, or the Middle East
2. Colonized by Europeans

Add other conditions here.

- 3.
- 4.

Then your essay must focus on at least two of the effects of European colonialism.

List them below.

- 1.
- 2.
- 3.
- 4.

Here is an example of a response that achieved the maximum score. Note how it addresses each part of the question.

The Indian subcontinent had been subjected to European colonialism, for over two centuries. Although, initially just in the south (especially in the present day country of Sri Lanka, formerly Ceylon) by the Portuguese, the British have been the dominant influence on the area for the last hundred years.

Economic exploitation of India's labor and natural resources (especially cotton) was systematically entrenched by the establishment of a British viceroy who ruled over the colony with the aid of "favored" local rulers and groups (i.e. Sikhs). The colony was not only an abundant source of raw materials but it also served as an export outlet for the British textile industry. Mahatma Ghandi, the non-violent, Indian nationalist, seized upon the import of British textiles as a vital statement of Indian independence after WWII.

After India became independent, it preserved much of the existing judicial and administrative infrastructure left behind by the British Empire and used the parliamentary model of democracy.

The most significant legacy of British imperialism across the board has been the proliferation of the English language. This was an especially vital point for unifying India because it was a new nation, composed of numerous peoples and nearly a thousand languages and regional dialects. English became the primary language of government, commerce and national education. It also gave India a competitive edge in the world, especially since many of the Indian elite had received English education and had connections throughout the "commonwealth."

However, India's main problem did not go away after independence. In fact it may have even been exacerbated by the British policy of "divide and rule". There persisted much ethnic and religious tension between the Sikh, Hindu and Muslim communities. Ghandi, the "Father of Independence," had tried desperately to preserve national unity. However, after his death, forces pulling the nation apart could not be contained. Pakistan broke away from India. The tension between these and other regional groups persists today. Although India has benefited from many of the British institutions left behind, it has perhaps suffered by not being allowed to continue its indigenous social evolution. This might have produced a more natural and cohesive state of affairs in the area.

USE THE CONSTRUCTED-RESPONSE ITEMS IN THE "TEST AT A GLANCE" BOOKLET FOR PRACTICE

Do not look at the sample responses before you try to practice.

- Prepare to practice by reviewing material in the subject and by practicing explaining the basic concepts in your field. Try writing out your explanations as part of your review.
- Look carefully at the scoring guide and make sure you understand what the scoring criteria are. When it's time to practice, try to simulate testing conditions as closely as possible. Write your responses in a quiet place where you won't be disturbed for the entire time.
- Time yourself. Make sure you allow yourself the same amount of time you will be allowed in the actual testing situation.
- When you have finished, look at the explanations of the scores for responses in the Tests at a Glance booklet. See which sample response your response is most like. Can you tell what score you would have received? Can you tell why? Do you see ways of improving your score?
- If you are having difficulty applying the scoring guide to your own writing, take your responses to someone whose judgment you trust: a colleague, a teacher, a practitioner in the field, someone who has taken a Praxis Series test and done well. Maybe he or she can help you evaluate (and, more importantly, improve) your performance

Code of Professional Practices and Conduct of Education in Pennsylvania (2.2Pa. Code235.1 - 235.11.)

[Table of Contents](#)

Section I. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12- 1251-12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12- 1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continue in-professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- a. Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the

professional educator's conduct toward students and colleagues and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

- b. Professional educators are expected to abide by the following: (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § I-101-27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 101.1-201 (a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in Elementary Education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in Library Science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment

(9) Professional educators shall keep in confidence in the course of professional service unless required to be disclosed by professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal Obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public

employees, including the Act of October 4, 1978 (P.L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law. Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper Personal or Financial Gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with Students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional Relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

PCSS & NCSS Membership Application

[Table of Contents](#)

Pennsylvania Council for the Social Studies Membership Application

PLEASE INDICATE TYPE OF MEMBERSHIP DESIRED):

___ \$ 20-00 Individual Annual Membership

___ \$10.00 Student Annual Membership

___ \$10.00 Retiree Annual Membership

___ \$50-00 Institutional Membership (Name 3 individuals & Library)

Please complete information below and send with check or money order made out to PCSS treasurer.

Membership Information

Date _____

Your name _____

Home Address _____

School Name _____

School Address _____

Employment Position _____

Special Interests _____

Areas & Expertise _____

E-Mail Address- _____

Would you care to serve as a consultant in these topics areas?

___ Yes ___ NO

Would you care to serve on a Council Committee? Please indicate which ones,

- ___ Awards Conference
- ___ CUFA Curriculum & Professional
- ___ Conferences Membership
- ___ Publications
- ___ Sites

Please indicate other Social Studies organizations in which you hold membership.

PCSS encourages its members to join the National Council for the Social Studies. If you are not already an NCSS member, join now as you renew your PCSS membership, and receive this benefit - free PCSS membership for one year (offered to new NCSS members only),

- Decide on your NCSS membership category.
 - Make out a check payable to PCSS for amount of NCSS membership.
- Send check and membership application to PCSS.
National Council for the Social Studies
Membership is
___ new ___ Renewal

CHECK ONE: Members can choose as a member benefit either. (SSED select Social Ed.)

___ full subscription to *Social Education*
or
___ *Social Studies and the Young Learner*

SSED students should check Student for the PCSS and NCSS combined membership below:

___ Retired \$29.00

___ Student \$29.00

All NCSS memberships include The Social Studies Professional newsletter., Annual Conference discounts and other benefits.

Comprehensive members receive all bulletins published during their membership year free. All other members can have published bulletins at a special 15% discount.

NCSS makes available the list of its members to certain carefully selected companies and organizations serving social studies educators. If a colleague encouraged you to join NCSS, please provide his/her name and membership number below.

Sponsor name _____

Membership No. _____

--	--