



## EDUC 620: Teaching in area of specialization

Instructors

Katrina Roseler, Ph.D. [katrina.roseler@chaminade.edu](mailto:katrina.roseler@chaminade.edu)

Office: Brogan 126 - Phone: 808-440-4215

Scott Wylie, Ph. D. [scott.wylie@chaminade.edu](mailto:scott.wylie@chaminade.edu)

Office: Brogan 115 - Phone: 808-440-4268

Winter Graduate 2017

<b>O&amp;P Requirement: 10 Hours</b>
<b>Required Text: None</b>

### Catalog Description

Demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, and studying, and translating information gained into practice. *Requires observation and participation. Observation and Participation fee applies.*

### **Observation & Participations (O&P)**

**There is a 10 hour O&P requirement for this course.** It is imperative that you complete your O&P paperwork as well as get into your placement during the first month of the semester. For more information about the O&P requirements contact the Field Services office via email at [edu-fieldservices@chaminade.edu](mailto:edu-fieldservices@chaminade.edu)

*\*A letter to give to your OPT is available [here](#) and provides your OPT our expectations for this term as a Chaminade student participating in the elementary classroom for this EDUC 620 course.*

### **Helpful resources**

Resource	Description
<a href="#">NASA Educator Professional Development Collaborative</a>	Free professional development via badging that is connected to science related activities through NASA
<a href="#">Teaching Channel</a>	Online community where teachers can watch, share, and learn diverse techniques to help every student grow.
<a href="#">Edutopia</a>	K-12 Teaching Tips and Strategies that work
<a href="#">NGSS</a>	Next Generation Science Standards
<a href="#">National Social Studies Standards</a>	College, Career, and Civic Life (C3) Framework for Social Studies State Standards
Language Demands for Science	<a href="#">Language Demands and Opportunities in relation to NGSS fo ELLs</a>

#	Program Outcomes (POs)
1	<b>Content Knowledge</b> - Knowledge of subject matter such as reading/language, arts, mathematics social sciences, science, visual arts, musical arts, and kinesthetic arts.
2	<b>Developmentally Appropriate Practice</b> - Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.
3	<b>Pedagogical Content Knowledge</b> - Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner.
4	<b>Educational Technology</b> - Knowledge of and application of appropriate technology for student learning.
5	<b>Assessment for Learning</b> - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.
6	<b>Diversity</b> - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments.
7	<b>Focus on Student Learning</b> - Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.
8	<b>Professional &amp; Ethical Dispositions and Communication</b> - Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues.

**Essential Question** - What are the essential features of secondary teaching methods in the subjects of science or social studies?

### Course Learning Outcomes

1. Demonstrate competency of various science/social studies evidence-based strategies in teaching science/social studies to students at the secondary level. (Developmentally Appropriate Practice, Pedagogical Content Knowledge)
2. Develop and apply knowledge of subject matter, content standards, and subject-specific pedagogy (Pedagogical Content Knowledge)
3. Develop and apply knowledge of varied students' needs (Diversity)
4. Consider research and theory about how students learn (Developmentally appropriate practice)
5. Reflect on and analyze evidence of the effects of instruction on student learning (Focus on Student Learning)

### Assessments

CLO	Assessment	Rubrics: Secondary Science and Social Studies
1, 2	Students will critically evaluate a selected unit plan (science or social studies) and provide commentary about on the following topics embedded within the plan:	edTPA Task 1 <ul style="list-style-type: none"> <li>• 1.1 Central Focus - edTPA Rubric 1</li> <li>• 1.3 Supporting Students' Learning - edTPA Rubrics 2 &amp; 3</li> <li>• 1.4 Supporting Development through Language - edTPA Rubric 4</li> <li>• 1.5 Monitoring Student Learning - edTPA Rubric 5</li> </ul>
3, 5	Students will critically evaluate a selected video demonstrating instruction in science or social studies and provide commentary about the following topics embedded within the video.	edTPA Task 2 <ul style="list-style-type: none"> <li>• 2.3 Engaging Students in Learning - edTPA Rubric 7</li> <li>• 2.4 Deepening Students Learning - edTPA Rubrics 8 &amp; 9</li> </ul>
2, 4	Students will develop a Unit Plan and 1 Lesson aligned with their subject area focus as well as apply the associated learning tasks from within this course. Students will also provide commentary about the lesson planning process. [See Lesson Planning Template for Science and Social Studies available in Canvas.]	<ul style="list-style-type: none"> <li>• 1.0 Writing a Lesson Plan - edTPA Rubrics 1, 2, 4 &amp; 5</li> </ul>

## Alignment of learning outcomes

	CLO1	CLO2	CLO3	CLO4	CLO5
<b>Marianist Values</b>	Integral Quality Education	Integral Quality Education	Educate for Service, Justice and Peace	Integral Quality Education	Education for Adaptation and Change
<b>Native Hawaiian Values</b>	<i>Lawe i ka ma'alea a ku'ono'ono:</i> Take wisdom and make it deep.	<i>Lawe i ka ma'alea a ku'ono'ono:</i> Take wisdom and make it deep.	<i>Ka lama ku o ka no'ea:</i> The standing torch of wisdom.	<i>Lawe i ka ma'alea a ku'ono'ono:</i> Take wisdom and make it deep.	<i>'A'ohe pau ka 'ike i ka halau ho'okahi:</i> All wisdom is not contained in one school.
<b>WASC Core Competencies</b>	Written Communication	Critical Thinking	Critical Thinking	Critical Thinking	Quantitative Reasoning Critical Thinking
<b>CUH Levers of Success</b>			Known for fully prepared, competitive graduates	Known for fully prepared, competitive graduates	Known for fully prepared, competitive graduates
<b>Program Outcomes</b>	2, 3	3	6	2	7
<b>edTPA</b>	Task 1	Task 1	Task 2		
<b>Knowledge</b>	C	D	D	D	D
<b>Skills</b>	C	D	D	D	D
<b>Dispositions</b>	C	D	D	D	D

Level of performance (I= Introduced to the concept; D= Developing; C=Competent; M=Mastered).

**Grade Dissemination.** Much of the evidence for learning in this course is written. Personal and meaningful feedback on assignments may take 30 minutes to multiple hours of time per student. In order to honor the time you invest in engaging in learning activities, so to should I invest time in the evaluation of that learning. My goal will be to return graded assignments within one week of the due date.

### Grading scale

Percent	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
0 – 69%	F

### Course communication

Communication for this course including announcements, assignments and grades will be posted on Canvas; Chaminade's Learning Management System. When communicating with either of us electronically, please identify the course you are referring to in the the subject line (EDUC 620) of your e-mail. We are both teaching several very different courses this semester, therefore we need to know which course material/activities to which we are responding. Our goal is to respond to emails by the next school day (usually within 24 hours, though weekends may take longer).

### Late Work Policy

Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited. This is a 10 week course. Failure to complete assignments on-time even once can dramatically impact your grade.

Chaminade's Learning Management System (i.e., Canvas) will be configured to identify assignments that are submitted after the due date/time. We will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect our time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together.

### Rewrite/Resubmission Policy

Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis.

**Writing Policy:**

All papers are to be word-processed, proofread, and solely the work of the author. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#).

**Group Work/Cooperative Learning Policy**

Learning requires the interaction and support of others. In other words, knowledge is [socially constructed](#). Sharing your learning journey is necessary for your personal growth as well as others. In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the online discussions supports your learning as well as the learning of others in this course.

**Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

**edTPA**

The Hawaii Teacher Standards Board (HTSB) approved the use of the *Teacher Performance Assessment* or edTPA, a performance-based assessment for Teacher Education Preparation Programs. The successful completion of an edTPA Portfolio will be required during the student teaching practicum beginning Spring semester 2016, and for teacher certification in the state of Hawaii beginning in 2019. Chaminade University has integrated edTPA assignments in all teacher education courses. Please go to <http://cuhedtpa.weebly.com/> for more information.

### **Science Grading / Assignments**

#### **Grades**

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

**Total Points Possible = 201**

*Letter grades will be as follows:*

A (181-201)      B (161-180)      C (141-160 points)      F (140-0 points)

*Note: Education majors need to earn a grade of "B" or better.*

#### **Course Discussions**

##### **Class Discussions (Due Every Week / Weeks Begin on Monday)**

You will participate in at least one online discussion thread each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

***Your initial response to each prompt is due by 11:59pm every Friday*** and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

#### **Science Teaching/Learning Discussion Rubric**

Criteria	Ratings	
<b>Promptness</b>	Original post made by due date. Responses are timely, allowing significant time for others to reply 3.0 pts	Original Post made by due date. Responses are provided close to deadline, not necessarily in time for replies 1.5 pts
<b>Relevance/Expression</b>	Post fully addresses all of the prompts. Ideas are expressed in a clear/concise manner with obvious connection to topic 3.0 pts	Post does not fully address all of the prompts. Ideas are stated clearly but not entirely related to the topic. 1.5 pts

<b>Contribution</b>	Responds frequently to the ideas of peers in a positive way. Provides reasons and evidence for responses. 3.0 pts	Provides some responses. Does not provide reasonable evidence for response. 1.5 pts
---------------------	--	--

You are also required to post a dialogue with your classmates by 11:59pm every Sunday. You are expected to make multiple responses and engage in critical conversation around the topics of discussion. Responses should advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

**IMPORTANT NOTE ON LATE DISCUSSION POSTS:**

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

**Science Teaching/Learning - Activities Schedule**

<b>Week</b>	<b>Assignments</b>	
	<b>Analysis</b>	<b>Application</b>
1	Canvas Profile Picture Discussion - Reform-minded Instructional Practice Comparison	
2	Unit Plan Discussion - 1.1 Central Focus - edTPA Rubric 1	Identify a PE from the <a href="#">NGSS</a> as the foundation for developing your own Unit Plan
3	Unit Plan Discussion - 1.3 Supporting Students' Learning - edTPA Rubrics 2 & 3	Draft a central focus for your Unit Plan
4	Unit Plan Discussion - 1.4 Supporting Development through Language - edTPA Rubric 4	Draft "supporting student learning" for your Unit Plan
5	Unit Plan Discussion - 1.5 Monitoring Student Learning - edTPA Rubric 5	Draft "Language Demands" for your Unit Plan
6	Video Discussion - <a href="#">Climate Change in a bottle</a> - 2.3 Engaging Students in Learning - edTPA Rubric 7	Draft "Monitoring Student Learning" in your Unit Plan



7	Video Discussion - 2.4 <a href="#">Deepening Students Learning</a> - edTPA Rubrics 8 & 9	Draft "Rationale/Theoretical Reasoning" in Unit Plan
8		Revise "Rationale/Theoretical Reasoning" Writing a Unit/Lesson Plan - edTPA Rubrics 1, 2, 4 & 5
9		Writing a Unit/Lesson Plan - edTPA Rubrics 1, 2, 4 & 5
10	Course Reflection O&P Timesheet	

### **Social Studies Grading / Assignments**

#### **Grades**

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

<b>Add Canvas Profile Picture</b>	<b>5 Points</b>
<b>Online Discussions</b>	<b>100 Points (10 points x 10 weeks)</b>
<b>Unit Plan Development (Total)</b>	<b>50 Points</b>
<b>Lesson Plan Development</b>	<b>40 points</b>
<b>O&amp;P Timesheet</b>	<b><u>5 Points</u></b>
<b>Total:</b>	<b>200 Points</b>

*Letter grades are defined as follows:*

A (200-180 points)      B (179-160 points)      C (159-140 points)      F (139-0 points)

*Note: Education majors need to earn a grade of “B” or better.*

#### **Class Discussions (Due Every Week / Weeks Begin on Monday)**

You will participate in one online discussion thread each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

#### **IMPORTANT NOTE ON LATE DISCUSSION POSTS:**

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a*

*result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

*Discussion Rubrics:*

<b>Initial Post</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Length</b>	Minimum of 300 words (1 point)	Minimum of 225 words (0.75 points)	Minimum of 150 words (0.25 points)	Shorter than 150 words (0 points)
<b>Engagement with Assigned Texts</b>	Demonstrates serious contemplation of the readings (2 points)	Indicates reading was completed (1.5 points)	Suggests reading was scanned but not carefully analyzed (0.75 points)	Provides little indication that the reading was completed (0 points)
<b>Citations</b>	References to the assigned texts are integrated citing specific page numbers (1 point)	References to the assigned texts are unspecific (0.75 points)	References to the assigned texts are unclear or taken out of context (0.25 points)	Assigned texts are not referenced (0 points)
<b>Spelling, Punctuation, and Grammar</b>		Post is clear and articulate; grammar and spelling are correct (1 point)		Post contains multiple errors in grammar and/or spelling that impact clarity (0 points)

<b>Response Post</b>	<b>5 - Distinguished</b>	<b>3.5 - Proficient</b>	<b>2 - Basic</b>	<b>0 - Unsatisfactory</b>
<b>Length</b>	Minimum of 300 words (1 point)	Minimum of 225 words (0.75 points)	Minimum of 150 words (0.25 points)	Shorter than 150 words (0 points)
<b>Engagement with Peers</b>	Shows concerted and honest effort to engage with others (2 points)	Shows attention to other posts in the thread (1.5 points)	Offers little interaction with other posts in the thread (0.75 points)	Does not acknowledge other posts (0 points)
<b>Advancement of Conversation</b>	Responds in a way that advances discussion beyond the obvious (1 point)	Minimally acknowledges ideas of others in an attempt to advance the discussion (0.75 points)	Mostly summarizes what others have said without adding to the discussion (0.25 points)	Misrepresents content of other posts (0 points)
<b>Spelling, Punctuation, and Grammar</b>		Post is clear and articulate; grammar and		Post contains multiple errors in grammar and/or

		spelling are correct (1 point)		spelling that impact clarity (0 points)
--	--	-----------------------------------	--	---

In weeks 7 & 8, you will be responding to a video instead of written text, so the initial post rubrics will be slightly different. The initial post rubrics for those weeks are listed below:

Social Studies Video Reflection I - edTPA Rubric 7						
Criteria	Ratings					Pts
Does the candidate recognize students engaged in inquiry, interpretation, or analysis of history/social studies sources or accounts and in building arguments or conclusions?	Level 4 plus: Candidate describes how learning tasks deepen knowledge, extend skills, AND provide evidence of students supporting their arguments or conclusions. Candidate describes how the teacher prompts students to link prior academic learning AND personal, cultural, or community assets to new learning. 5.0 pts	Candidate describes how students are engaged in learning tasks that develop their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts AND in building arguments or conclusions. Candidate describes how teachers links prior academic learning AND personal, cultural, or community assets to new learning. 4.0 pts	Candidate describes how students are engaged in learning tasks that address their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts. Candidate describes how the teacher links prior academic learning to new learning. 3.0 pts	Candidate describes how students are participating in learning tasks focusing primarily on facts or single interpretations. Candidate provides vague or superficial description of prior academic learning and new learning. 2.0 pts	Candidate provides a description that is vaguely or superficially related to the central focus. OR There is little or no evidence that the candidate understands how the teacher linked students' prior academic learning or personal, cultural, or community assets with new learning. 1.0 pts	5.0 pts
Total Points: 5.0						

Social Studies Video Reflection II - edTPA Rubrics 8 & 9						
Criteria	Ratings					Pts
8 - How does the candidate describe the way the teacher elicits student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and support arguments or conclusions?	Level 4 plus: Candidate describes how the teacher facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, arguments, or conclusions. 5.0 pts	Candidate describes how the teacher elicits and builds on student responses to develop interpretations or analyses of history/social studies sources or accounts, OR to build and support arguments or conclusions. 4.0 pts	Candidate describes how the teacher elicits student responses that require interpretations or analyses of history/social studies sources or accounts. 3.0 pts	Candidate primarily describes the teacher's surface-level questions and evaluates student responses as correct or incorrect. 2.0 pts	Candidate's description includes significant content inaccuracies that indicate misunderstandings. 1.0 pts	5.0 pts
9 - How does the candidate describe the way the teacher supports students in using evidence from sources as they interpret or analyze and build and support arguments or conclusions?	Level 4 plus: Candidate describes how the teacher uses counter or alternative evidence from multiple sources to challenge students to support arguments or conclusions. 5.0 pts	Candidate describes the way the teacher supports students in using evidence from multiple sources to build and support arguments or conclusions. 4.0 pts	Candidate describes the way the teacher prompts students to use evidence from source(s) as the students interpret, analyze, OR build arguments or conclusions. 3.0 pts	Candidate provides limited description of students opportunities to interpret source(s) or build arguments or conclusions. 2.0 pts	Candidate primarily focuses on students' understanding of facts with little or no attention to interpretation, analysis, or building arguments or conclusions. 1.0 pts	5.0 pts
Total Points: 10.0						

## Social Studies Unit Plans (x6 - See Canvas for Details)

In your weekly class discussions this semester, you will be “deconstructing” an existing curriculum curriculum unit on the United States’ involvement in WWII. In addition to breaking that unit into it’s component parts, you will be building your own unit plan on a topic of your choice. Each week you will complete a portion of the unit plan (e.g. central focus, essential questions, assessment). I will grade your work and provide feedback, and the following week you will be asked to revise your unit plan based on this feedback. Again, the unit you outline for this project should not be about World War II - choose a different topic that you are likely to teach in one of your future classes. Please see Canvas for detailed instructions.

### Unit Plan Rubrics:

Social Studies Unit Plan Part I - edTPA Rubric 1						
Criteria	Ratings					Pts
1 - How do the plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?	Level 4 plus: Candidate explains how plans will lead students to build explicit connections between inquiry, interpretations, or analyses and supporting arguments/conclusions as well as the central focus of the learning segment. 5 pts	Candidate describes how plans for instruction build on each other to support student learning of facts with clear and consistent connections to concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions. 4 pts	Candidate describes how plans for instruction build on each other to support student learning of facts with clear connections to concepts, inquiry, interpretations, or analyses, AND building arguments or conclusions. 3 pts	Candidate's describes student learning of facts with vague connections to concepts, inquiry, interpretations, or analyses, AND building arguments or conclusions. 2 pts	Candidate's description focuses solely on facts or a singular interpretation of historical events, a topic/theme, or a social studies phenomenon with little to no connections to concepts, inquiry, interpretations, or analyses, OR building arguments or conclusions. OR Candidate has significant content inaccuracies. OR Candidate does not describe standards, objectives, learning tasks, and materials. 1 pts	5 pts
Total Points: 5						

Social Studies Unit Plan Part II - edTPA Rubric 2						
Criteria	Ratings					Pts
2 - How does the candidate use knowledge of his/her O&P students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?	Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions. 5.0 pts	Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. 4.0 pts	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. 3.0 pts	Planned supports are loosely tied to learning objectives or the central focus of the learning segment. 2.0 pts	There is no evidence of planned supports. OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans. 1.0 pts	5.0 pts
Revision of Unit Plan - Part I	Candidate thoroughly addresses all feedback provided AND incorporates changes into a clear and coherent product. 5.0 pts	Candidate addresses most of the feedback provided AND incorporates changes into a clear and coherent product. 4.0 pts	Candidate addresses all feedback provided, but the changes are not incorporated in a clear and coherent manner. 3.0 pts	Candidate addresses most of the feedback provided, but the changes are not incorporated in a clear and coherent manner. 2.0 pts	Candidate only addresses some of the feedback provided, AND/OR the changes are not incorporated in a clear and coherent manner. 1.0 pts	5.0 pts
Total Points: 10.0						



Social Studies Unit Plan Part III - edTPA Sec Rubric 4						
Criteria		Ratings				Pts
4 - How does the candidate describe language demands associated with a key history/social studies learning task?	Level 4 plus: Candidate describes how language supports are designed to meet the needs of students with different levels of language learning. 5.0 pts	Candidate describes targeted language supports including the use of vocabulary/symbols, language function, AND one or more additional language demands (discourse, syntax). 4.0 pts	Candidate describes two or more language demands (vocabulary/symbols, function, discourse, syntax). 3.0 pts	Candidate's description primarily addresses one language demand (vocabulary/symbols, function, discourse, syntax). 2.0 pts	Language demands described by the candidate are not consistent with those in the curriculum. OR Description of language supports are missing or are not aligned with the language demand(s) for the learning task. 1.0 pts	5.0 pts
Revision of Unit Plan - Part II	Candidate thoroughly addresses all feedback provided AND incorporates changes into a clear and coherent product. 5.0 pts	Candidate addresses most of the feedback provided AND incorporates changes into a clear and coherent product. 4.0 pts	Candidate addresses all feedback provided, but the changes are not incorporated in a clear and coherent manner. 3.0 pts	Candidate addresses most of the feedback provided, but the changes are not incorporated in a clear and coherent manner. 2.0 pts	Candidate only addresses some of the feedback provided, AND/OR the changes are not incorporated in a clear and coherent manner. 1.0 pts	5.0 pts
Total Points: 10.0						

Social Studies Unit Plan Part IV - edTPA Sec Rubric 5						
Criteria		Ratings				Pts
5 - How does the candidate describe the way in which the informal and formal assessments monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?	Level 4 plus: The candidate describes how the assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning. 5 pts	The candidate describes how the assessments provide multiple forms of evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions throughout the learning segment. 4 pts	The candidate describes how the assessments provide evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the learning segment. 3 pts	The candidate provides limited description of how the assessments monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the learning segment. 2 pts	The candidate only describes assessment of students' recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans. 1 pts	5 pts
Revision of Unit Plan - Part III	Candidate thoroughly addresses all feedback provided AND incorporates changes into a clear and coherent product. 5 pts	Candidate addresses most of the feedback provided AND incorporates changes into a clear and coherent product. 4 pts	Candidate addresses all feedback provided, but the changes are not incorporated in a clear and coherent manner. 3 pts	Candidate addresses most of the feedback provided, but the changes are not incorporated in a clear and coherent manner. 2 pts	Candidate only addresses some of the feedback provided, AND/OR the changes are not incorporated in a clear and coherent manner. 1 pts	5 pts
Total Points: 10						

Social Studies Unit Plan Part V - edTPA Sec Rubric 3						
Criteria		Ratings				Pts
3 - How does the candidate use knowledge of his/her O&P students to justify instructional plans?	Level 4 plus: Candidate's justification is supported by principles from research and/or theory. 5 pts	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning AND personal, cultural, or community assets. Candidate makes connections to research and/or theory. 4 pts	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning OR personal, cultural, or community assets. Candidate makes superficial connections to research and/or theory. 3 pts	Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal, cultural, or community assets. 2 pts	Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. 1 pts	5 pts
Revision of Unit Plan - Part IV	Candidate thoroughly addresses all feedback provided AND incorporates changes into a clear and coherent product. 5 pts	Candidate addresses most of the feedback provided AND incorporates changes into a clear and coherent product. 4 pts	Candidate addresses all feedback provided, but the changes are not incorporated in a clear and coherent manner. 3 pts	Candidate addresses most of the feedback provided, but the changes are not incorporated in a clear and coherent manner. 2 pts	Candidate only addresses some of the feedback provided, AND/OR the changes are not incorporated in a clear and coherent manner. 1 pts	5 pts
Total Points: 10						

Social Studies Unit Plan Part VI						
Criteria		Ratings				Pts
Revision of Unit Plan - Part V	Candidate thoroughly addresses all feedback provided AND incorporates changes into a clear and coherent product. 5 pts	Candidate addresses most of the feedback provided AND incorporates changes into a clear and coherent product. 4 pts	Candidate addresses all feedback provided, but the changes are not incorporated in a clear and coherent manner. 3 pts	Candidate addresses most of the feedback provided, but the changes are not incorporated in a clear and coherent manner. 2 pts	Candidate only addresses some of the feedback provided, AND/OR the changes are not incorporated in a clear and coherent manner. 1 pts	5 pts
Total Points: 5						

## Social Studies Lesson Plan

Choose one day from the unit plan you developed and write up a detailed lesson plan. Begin by downloading the "Social Studies Lesson Plan Template" (see Canvas for details). Fill in each section, and remember to include both a formative and summative assessment for your lesson. Assume you are designing this lesson to be used with the students in your O&P placement. It should be appropriate for your O&P students in terms of grade, reading level, and complexity. The lesson plan will be graded according to the following rubric:

Social Studies Lesson Plan - edTPA Rubrics 1, 2, 4, & 5						
Criteria	Ratings					Pts
1 - How do the plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?	Level 4 plus: Candidate explains how plans will lead students to build explicit connections between inquiry, interpretations, or analyses and supporting arguments/conclusions as well as the central focus of the learning segment. 10.0 pts	Candidate describes how plans for instruction build on each other to support student learning of facts with clear and consistent connections to concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions. 8.0 pts	Candidate describes how plans for instruction build on each other to support student learning of facts with clear connections to concepts, inquiry, interpretations, or analyses, AND building arguments or conclusions. 6.0 pts	Candidate describes student learning of facts with vague connections to concepts, inquiry, interpretations, or analyses, AND building arguments or conclusions. 4.0 pts	Candidate's description focuses solely on facts or a singular interpretation of historical events, a topic/theme, or a social studies phenomenon with little to no connections to concepts, inquiry, interpretations, or analyses, OR building arguments or conclusions. OR Candidate has significant content inaccuracies. OR Candidate does not describe standards, objectives, learning tasks, and materials. 2.0 pts	10.0 pts
2 - How does the candidate use knowledge of his/her O&P students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?	Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions. 10.0 pts	Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. 8.0 pts	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. 6.0 pts	Planned supports are loosely tied to learning objectives or the central focus of the learning segment. 4.0 pts	There is no evidence of planned supports. OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans. 2.0 pts	10.0 pts
4 - How does the candidate describe language demands associated with a key history/social studies learning task?	Level 4 plus: Candidate describes how language supports are designed to meet the needs of students with different levels of language learning. 10.0 pts	Candidate describes targeted language supports including the use of vocabulary/symbols, language function, AND one or more additional language demands (discourse, syntax). 8.0 pts	Candidate describes two or more language demands (vocabulary/symbols, function, discourse, syntax). 6.0 pts	Candidate's description primarily addresses one language demand (vocabulary/symbols, function, discourse, syntax). 4.0 pts	Language demands described by the candidate are not consistent with those in the curriculum, OR Description of language supports are missing or are not aligned with the language demand(s) for the learning task. 2.0 pts	10.0 pts
5 - How does the candidate describe the way in which the informal and formal assessments monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?	Level 4 plus: The candidate describes how the assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning. 10.0 pts	The candidate describes how the assessments provide multiple forms of evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions throughout the learning segment. 8.0 pts	The candidate describes how the assessments provide evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the learning segment. 6.0 pts	The candidate provides limited description of how the assessments monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the learning segment. 4.0 pts	The candidate only describes assessment of students' recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans. 2.0 pts	10.0 pts
Total Points: 40.0						