

Embedded Signature Assignment
EDEL 108C: Planning Instruction and Assessment in Social Science
Spring 2010¹

Rationale

EDEL 108C (Curriculum and Methods of Teaching Social Studies) is designed to provide credential candidates with an overview of the K-8 California history-social science framework, and of critical issues surrounding the teaching of social studies in the public schools. The course intends to assist candidates in developing the knowledge, skills and strategies to plan and implement high quality social science curriculum based on their students' diverse learning needs.

In order to provide all elementary education candidates with an experience that supports their understandings of valued course outcomes, the signature assignment for EDEL 108C includes the common elements listed below. Each faculty member teaching 108C has flexibility in designing and implementing the specifics of the assignment, and in developing course materials, activities and readings that scaffold candidates' preparation to complete it. Scoring guides or grading frameworks can vary across course sections to allow faculty to provide candidates with feedback and grades consistent with their own evaluation practices.

Common Elements

- Candidates enrolled in EDEL 108C will plan a grade level appropriate sequence of lessons (mini-unit) based on the CA history-social science framework and content standards. The plans will draw upon backwards design principles (Wiggins and McTigue, 1998) to link a "big idea" of history-social science understanding with standards, lesson objectives, instructional strategies, and assessment methods.
- Candidates' instructional plans will include a selection of instructional strategies that support a high level of student engagement/motivation and address a wide variety of learning needs including those of English Learners, and students designated as eligible for GATE, RSP, and other educational services.
- Candidates' instructional plans will include a variety of informal and formal methods for assessing students' learning while teaching, and at the end of the instructional sequence. The assessment methods should be well aligned with specified learning outcomes and scaffolded via instruction to ensure student success. In addition, the assessments should access a variety of productive and receptive modalities to monitor student understanding.

¹ The signature assignment for EDEL 108C has been developed in collaboration with faculty. William Hanna, Randal Mitchell, Kristeen Pemberton, Patricia Swanson and Andrea Whittaker are acknowledged for their contributions.

- Candidates will include a rationale for the design of the unit and embedded instructional strategies based on principles of effective history/social science instruction and knowledge of diverse students' learning needs (including English Learners). The rationale will draw upon conceptual/theoretical frames for engaging students in history-social science learning.

Connections to the ELED Program Assessment System

The assignment provides opportunities for candidates to reflect on the knowledge, skills and strategies necessary to plan high quality history-social science instruction based on the diverse learning needs of their students. Candidates may select this assignment as an artifact for their program or professional portfolio and they are encouraged to do so.

In addition, EDEL 108C faculty will use two of the PACT Teaching Event scoring rubrics (EH2 and EH3) to report student scores for department assessment system using Waypoint. A slightly revised version of EH3 highlights attention to graphic representations and other formats for accessing a variety of productive and receptive modalities to monitor student understanding. Lastly, data from this assignment collected systematically across course sections (using the PACT rubrics) and informally using faculty designed grading schemes will inform internal program review and revision. Faculty will meet annually to share student work, discuss candidates' strengths and needs and to calibrate scoring with the PACT rubrics.

Alignment with Teacher Performance Expectations² (TPEs)

The signature assignment as designed for EDEL 108C will support candidates to consider and develop their practice in relation to the following TPEs:

- TPE 1A – Subject-Specific Pedagogical Skills for Multiple Subjects Teaching (Social Science) – “Candidates ... demonstrate the ability to teach the state adopted academic content standards for students in history-social science (K-8).”
- TPE 2 – Monitoring Student Learning During Instruction – “Candidates use progress monitoring at key points during instruction... They pace and re-teach content based on evidence... using assessment strategies such as questioning and examining student work.”

TPE 3 – Interpretation and Use of Assessments – “Candidates... use a variety of informal and formal, as well as formative and summative assessments to determine students' progress and plan instruction.”

² The Teacher Performance Expectations as mandated by the Commission on Teacher Credentialing (September 2001) inform the multiple subjects credential programs at SJSU. However, these are not the only outcomes valued by the program and assignments and assessments we design and implement will often include knowledge, skills and dispositions not explicitly mentioned in the TPEs. The language of the TPEs is examined and modified as a resource for assessment design but not as the sole source of program outcomes.

TPE 4 – Making Content Accessible – “Candidates... vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as they use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.”

- TPE 5 – Student Engagement – “Candidates encourage students to share and examine point of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas.”

- TPE 6 – Developmentally Appropriate Teaching Practices

- TPE 7 – Teaching English Learners – “draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English to provide instruction differentiated to students’ language abilities.”

- TPE 9 – Instructional Planning -- “... they sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests and developmental levels to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction.”

Remediation and Revision Policy

Policy: In the event that a candidate’s scores on either of the two PACT rubrics recorded in the department assessment system as the PACT Multiple Subjects Task for elementary social science is a “1”, the candidate is required to repeat all or portions of the assignment, as deemed appropriate by the instructor, until a score of two or greater on both rubrics is achieved. If more than one repeat is required, the candidate is also required to repeat the 108C course.

Process: If a candidate receives a “1” on either of the rubrics recorded as the PACT Multiple Subjects Task for elementary social science, the 108C instructor will determine what portion of the assignment must be repeated by the candidate. If, upon repeat of the assignment, the candidate fails to achieve a minimum score of “2” on both rubrics, the candidate will be required to repeat 108C. If the candidate is asked to repeat 108C but believes a score greater than “1” is deserved, the candidate can request that a second 108C instructor score the task. If the second 108C instructor concurs with the student, the Elementary Education department chair will review the task and make a final determination.