

College of Charleston
EDFS 460 Secondary Social Studies
Clinical Practice Fall 2010 - 3 credits

Meeting Time and Place:	North Charleston campus room 104, 4:00-6:00 Monday
Instructor:	Dr. Bob Perkins
Office Hours:	Tuesday & Thursday Tuesday & Thursday 3:00 - 4:30 Wednesday 2:00-4:00
Office Location:	86 Wentworth St., Room 319
Office phone:	Office - 953-5699; Cell - 345-2927
Fax:	953-
Email:	perkinsr@cofc.edu
Web page:	http://perkinsr.people.cofc.edu/classes/edfs460/edfs460fs.html
Course Prerequisites:	Admission to a teacher education program and completion of all education courses. Prior to the Clinical Practice, qualified students enrolled in the teacher education program must have completed courses and experiences required in (1) the general education component, (2) the academic major, (3) the professional education core, and (4) met all other requirements of the School of Education.
Course Description:	A course designed for candidates seeking secondary or K-12 program certification in a particular field of specialization. Candidates are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly seminars also are required. Candidates must apply for admission to clinical practice one semester prior to enrollment. The deadline for application for fall semester student teaching is the last day of drop/add in the previous spring semester. The deadline for application for spring semester is the last day of drop/add in the previous fall semester.
General Procedures:	The Clinical Practice Handbook provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact with your Cooperating Teacher, the planning, preparation, and implementation of your specific placement will be largely determined by your Cooperating Teacher. The College supervisor will work in partnership with the cooperating teacher to ensure that all requirements and obligations of the student teaching experience are met. The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook). A second documentation is content-specific and assesses standards of the National Council for the Social Studies.
Course Objectives:	<ul style="list-style-type: none"> • Provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic difference (Standards I III). • Plan activities and strategies that will provide a learning environment that is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III & IV). • Design and manage a classroom which provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender and ethnic differences (Standards I, II VII). • Analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II & V). • Implement curriculum that is appropriate for students based on national curriculum or IEP goals (Standards I, II, III VII). • Analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III VII). • Implement teaching and learning activities and evaluate them in terms of individual characteristics and evaluate their impact on student growth and development (Standards I III). • Analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I II). • Use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I III). • Analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI). • Implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI). • Analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, II, III VII). • Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III VII). • Implement a system of communication and record keeping which facilitates positive interaction between the clinical intern and

	students, cooperating teacher, other teachers, support personnel.
Description of Projects/Assignments, Course Requirements:	<ul style="list-style-type: none"> ● Attend the weekly seminar. ● Complete 14 weeks of in-school work including a minimum of 6 weeks of full-time teaching and daily lesson planning for all instruction. ● Attend ADEPT seminar and subsequently complete all requirements. ● Maintain an electronic journal ● Develop a electronic portfolio that includes artifacts specified in PortfolioChecklist.doc which will be evaluated using ● Complete a Long Range Plan using LongRangePlanForm.doc. For more information, refer to the Long Range Plan and Rubric.pdf ● Complete a Case Study ● Complete Candidate (Unit) Work Sample using UnitWorkSampleForm.doc. For more information refer to the Candidate Work Sample and Rubric.pdf. ● Submit all completed ADEPT forms from cooperating teacher. ● Have available during observation: <ul style="list-style-type: none"> ● Lesson plans ● Feedback/observations from cooperating teacher
Evaluation Scale:	<ul style="list-style-type: none"> ● Clinical Practice is Pass/Fail. The Clinical Practice Handbook provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact with your Cooperating Teacher, the planning, preparation, and implementation of your specific placement will be largely determined by your Cooperating Teacher. The College supervisor will work in partnership with the cooperating teacher to ensure that all requirements and obligations of the student teaching experience are met. ● The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook).
Evaluation Criteria:	<ol style="list-style-type: none"> 1. Satisfactory completion of all ADEPT performance dimensions is required for a passing grade in student teaching. A final assessment of "Needs improvement/unsatisfactory" on any of the ADEPT APS' will result in a failing grade. Observations, conferences, review of the long range plan, unit plan, portfolio assessment, examination of lesson plans and journal/blog review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions. 2. Satisfactory completion of planning and instruction based on the Standards for Social Studies sponsored by NCSS. This will be documented by the cooperating teacher and college supervisor. Content-specific observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans, unit plans, blog/journal review, and examination of teacher/student work samples will document progress. 3. The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent Social Studies teacher. Therefore, if an intern does not meet the other requirements of student teaching/internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result. 4. All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade. <p>EXPECTATIONS FOR INTERNS:</p> <ol style="list-style-type: none"> 1. Review the Clinical Practice Handbook and all policies, procedures and expectations. 2. Attend the weekly seminar. The seminar schedule will be submitted under separate cover. 3. Complete 12 weeks of in school work including a minimum of 6 - 8 weeks of full time teaching and daily lesson planning for all instruction. Satisfactorily meet all professional responsibilities. 4. Successfully complete all requirements of the ADEPT evaluation process. 5. Successfully complete all requirements for the evaluation of South Carolina Curriculum Standards. 6. Complete a teaching portfolio that includes everything listed in the Portfolio Evaluation document PortfolioChecklist.doc. 7. Provide evidence that you have successfully planned for and taught appropriate curriculum according to South Carolina State and National Standards. Standards must be documented in the long range plan, lesson plans, unit plan and teaching. 8. Submit all completed forms, assignments and plans when they are due. 9. Maintain a notebook! The notebook should be organized, be available to the college supervisor during classroom visits and include: <ul style="list-style-type: none"> ● Copies of schedules and calendars. ● Copy of the Long Range Plan (drafts then final version). ● Lesson plans, activities and assessments current and available at all times. ● Weekly assessments (observations and conferences) by cooperating teacher (plus a copy for college supervisor). ● A seating chart for each class.

	<p>10. E-Journal/blog. Keep a dated, reflective journal of your experiences, observations, and reactions. Do not repeat material from your lessons plans in your journal. The purpose of the journal is to assist you in developing reflection as a part of good teaching. Include self-evaluation of lessons. The journal should be more than a list of day, time and activity information. Include your thoughts and the reactions of the students to lessons. The journal is designed to help you assess your strengths and areas where you need greater effort. The journal will be submitted electronically twice each week. How to set this blog up is listed below.</p> <p>11. Case study. When you begin to teach, please choose two students from any of your classes. Document the work that these students are completing and begin to analyze the quality of their work on tests & quizzes, homework, essays, and assigned projects.</p>
Attendance Policies:	Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Experience Manual. Contact the school, cooperating teacher and your college supervisor in a timely manner (ASAP) if you will be absent. In the unlikely event that you will be late or must leave early, inform your cooperating teacher. An absence does NOT excuse you from meeting your professional responsibilities such as providing lesson plans and materials for a substitute teacher. All missed time/days must be made up.
Any special consideration/agreements:	<p>Additional Information:</p> <ul style="list-style-type: none"> • Make sure that you establish time for frequent conferences with your cooperating teacher. Daily informal conferences are suggested and a formal, documented weekly conference is expected. • Follow your school district's break schedule not the College of Charleston's break schedule. • Comply with district, state and federal laws and regulations related to the education of exceptional students. • Adhere to the School of Education code of conduct for practicum work and professional organization Code of Ethics or Standards in all practices related to teaching. • Work cooperatively with administration, teachers and other school personnel. Remember you are a guest in this classroom and school. You should dress professionally and conduct yourself in a professional manner, be on time and stay at least as late as the teacher stays, assist with the completion of paperwork tasks, learn about both long and short range planning, attend professional development activities, conferences, PTA/PTS meetings, etc., be creative and use technology to assist the learning of your students. • Keep a resource file of anything and everything that will benefit you when you have your own classroom and students. • ENJOY TEACHING!!!
Honor System:	A violation of the College of Charleston Honor Code, School of Education Policies and Procedures or school (district) policies/regulations will result in Honor Board review and could result in an XF for the course.

SEMINAR SCHEDULE:

DATE	TOPIC	ASSIGNMENT
Aug. 23	Clinical Intern Orientation- Introduction and set up first visits (notes).	<p>Email me the following:</p> <ul style="list-style-type: none"> • Cooperating Teacher's name • Class Room number • Class schedule including times, course name, planning period • As you take over a class, let me know • Your phone number
Aug. 30 (meet in the North Campus computer lab)	<ul style="list-style-type: none"> • Overview of seminar, initial concerns • How to have a successful internship (notes) • Electronic Journaling instructions - you may use anyservice you choose as long as I can have access. Possibilities are: <ul style="list-style-type: none"> ◦ PBWorks.com ◦ Edublogs.org- http://help.edublogs.org/getting-started-with-edublogs/ • Long range plan • NCSS Performance Evaluation 	<ul style="list-style-type: none"> • Read Clinical Practice Handbook • Study ADEPT materials • Set up access to electronic journal (blog/wiki)
Sept. 6	Labor Day	No seminar.
Sept.13	<ul style="list-style-type: none"> • ADEPT APS 1 & 2 review • Lesson Planning • Understanding by Design • Educational philosophy. 	

Sept.20	<ul style="list-style-type: none"> • Revised Bloom's Taxonomy • Reflective practices and ADEPT 	<ul style="list-style-type: none"> • Review the two links in this document - RevBloom.htm
Sept.27	<ul style="list-style-type: none"> • ADEPT 4 & 5 • Unit Work Sample 	<ul style="list-style-type: none"> • Long Range Plan draft due.
Oct. 4 (meet in computer lab)	<ul style="list-style-type: none"> • Electronic Portfolio 	<ul style="list-style-type: none"> • Philosophy due.
Oct.11 (meet in computer lab)	<ul style="list-style-type: none"> • Student Work analysis using GradesSample • ADEPT APS 3 & 7 review 	
Oct.18	<ul style="list-style-type: none"> • ADEPT APS 8 & 9 review 	Mid-term evaluations completed by Oct. 22.
Oct.25	<ul style="list-style-type: none"> • ADEPT APS 10 review. • Discuss informal and formal interactions with parents. 	<ul style="list-style-type: none"> • Completed Long Range Plan due.
Nov. 1	<ul style="list-style-type: none"> • ADEPT APS 6; • Professionalism • Certification and Interviewing 	<ul style="list-style-type: none"> • Resume due • Professional goals due
Nov.8	No seminar but you will have <ul style="list-style-type: none"> • Professional Development: Resume/Career Session, 3pm-6pm • Stern Ballroom 	<ul style="list-style-type: none"> • Establish credential file. • Case study due
Nov.15	Last seminar. <ul style="list-style-type: none"> • Develop observation calendar 	<ul style="list-style-type: none"> • Unit Work Sample due • Portfolio due
Nov.22	Individual conferences	<ul style="list-style-type: none"> • All ADEPT materials and evaluation forms completed • NCSS Performance Evaluation
Dec. 1	Transition to the Profession Conference	
Dec. 10 at 3:00	Awards Ceremony	
Dec. 18	Commencement	

Your journal should be more than a list of day, time and activity information. You should include information about reflections to yours and your students' reactions to the lessons and events in you school. Your journal is to help you assess your strengths and areas for further work.

For forms

<http://perkinsr.people.cofc.edu/classes/edfs460/edfs460fs.html>

LONG-RANGE PLAN

About Long-Range Plans

A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

The long-range plan is developed in collaboration with the cooperating teacher and college supervisor. It becomes a part of the intern's portfolio and provides evidence relative to ADEPT Performance Standard 1.

Each LRP includes the following five sections:

- ♦ **Section I: Student Information.** This section includes the factors (e.g., students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, individual interests) that are likely to impact student learning and that should be taken into consideration when planning and implementing instruction. Please indicate the sources of this information. The evaluation criteria for this section are found in key element 1.A.
- ♦ **Section II: Learning and Developmental Goals.** This section includes *five to ten* learning and developmental goals that the students in the classroom are expected to achieve by the end of your clinical practice experience. Goals should be based on appropriate federal, state, and local requirements; should be aligned with the applicable grade-level standards; and should reflect the fact that consideration has been given to the relevant factors described in the "student information" section above. For preschool children and students with severe disabilities, goals should align with appropriate developmental and/or functional expectations. The evaluation criteria for this section are found in key elements 1.B and 1.D.
- ♦ **Section III: Instructional Units and Assessments.** This section includes a list of the titles or topics of the instructional units in the sequence that they will be taught during clinical practice. An instructional unit is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Each unit should be accompanied by the correlated academic standards or developmental/functional expectations, the approximate length (i.e., the number of days) of the unit, and the types of assessments that will be used to measure student progress and achievement. The evaluation criteria for this section are found in key elements 1.C and 1.D.
- ♦ **Section IV: Assessment Data.** This section includes a description of the teacher's methods for (a) analyzing, (b) evaluating, (c) recording, and (d) reporting student progress and achievement. The evaluation criteria for this section are found in key element 1.D.
- ♦ **Section V: Classroom Management.** This section includes a description of the classroom rules and expectations as well as the consequences for misbehavior and for disruptive behavior. The evaluation criteria for this section are found in key element 1.E.

Section III: Instructional Units and Assessments (Key elements 1.C and 1.D)

Unit Topic or Title	Correlated Standards/ Expectations	Length (i.e., number of days)	Assessment(s) (e.g., projects, quizzes, chapter/unit tests, homework assignments. Include weightings, if appropriate)

Section IV: Assessment Data (Key element 1.D)

Describe methods for analyzing, evaluating, recording, and reporting student progress and achievement.

Section V: Classroom Management (Key element I.E)

List the classroom rules and your expectations regarding student behavior during instructional and noninstructional procedures and routines.

Check all that apply:

- Classroom rules and expectations are developed collaboratively with the students.
- Classroom rules and expectations are presented on the first day of class.
- Classroom rules and expectations are sent home (e.g., via parent letter, newsletter). *Attach a copy*
- Classroom rules and expectations are posted in the room.
- Students keep a copy of the rules and expectations in notebooks.
- Other: _____

Describe the consequences for appropriate behavior, misbehavior, and disruptive behavior.

Section VI: Additional intern comments (optional)

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- ♦ **Section II: Learning and Developmental Goals.** This section includes *five to ten* learning and developmental goals that the students in the classroom are expected to achieve by the end of your clinical practice experience. Goals should be based on appropriate federal, state, and local requirements; should be aligned with the applicable grade-level standards; and should reflect the fact that consideration has been given to the relevant factors described in the "student information" section above. For preschool children and students with severe disabilities, goals should align with appropriate developmental and/or functional expectations. The evaluation criteria for this section are found in key elements 1.B and 1.D.
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Section III: Instructional Units and Assessments (Key elements 1.C and 1.D)

Unit Topic or Title	Correlated Standards/ Expectations	Length (i.e., number of days)	Assessment(s) (e.g., projects, quizzes, chapter/unit tests, homework assignments. Include weightings, if appropriate)

Section IV: Assessment Data (Key element 1.D)

Describe methods for analyzing, evaluating, recording, and reporting student progress and achievement.

Section V: Classroom Management (Key element I.E)

List the classroom rules and your expectations regarding student behavior during instructional and noninstructional procedures and routines.

Check all that apply:

- Classroom rules and expectations are developed collaboratively with the students.
- Classroom rules and expectations are presented on the first day of class.
- Classroom rules and expectations are sent home (e.g., via parent letter, newsletter). *Attach a copy*
- Classroom rules and expectations are posted in the room.
- Students keep a copy of the rules and expectations in notebooks.
- Other: _____

Describe the consequences for appropriate behavior, misbehavior, and disruptive behavior.

Section VI: Additional intern comments (optional)

Long Range Plan Rubric

Criteria	Unacceptable	Acceptable	Target
1A. Student Information	Obtains minimal student information, to analyze in order to determine the learning needs of students. Insufficient information obtained to guide instruction for all students.	Obtains student information, analyzes this information to determine the learning needs of most students, and uses this information to guide instruction	Obtains extensive student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instruction
1B. Goals	Does not establish appropriate standards-based long-range learning and developmental goals for all students	Establishes appropriate standards-based long-range learning and developmental goals for all students	Establishes comprehensive and appropriate standards-based long-range learning and developmental goals for all students
1C. Instructional Units	Minimally identifies and/or improperly sequences instructional units	Identifies and sequences instructional units in a manner that facilitates the accomplishments of the long-range goals	Identifies and sequences thematic instructional units that are integrated in a manner that facilitates the accomplishments of the long-range goals
1D. Assessment	Does not develop appropriate processes (formal and informal assessments) for evaluating and recording students' progress and achievement	Develops appropriate processes (formal and informal assessments) for evaluating and recording students' progress and achievement	Develops comprehensive and appropriate processes (formal and informal assessments) for evaluating and recording all students' progress and achievement
1E. Classroom Management	Does not plan appropriate instructional and non-instructional procedures for managing the classroom	Plans appropriate instructional and non-instructional procedures for managing the classroom	Plans comprehensive and appropriate instructional and non-instructional procedures for managing the classroom

LONG RANGE PLAN

Checklist

STUDENT: _____
 _____ Draft Version _____ Final Version

DATE REVIEWED: _____

RATINGS 3 - Target (Excellent) 2 - Acceptable 1 - Adequate for Draft, unacceptable for Final

Rating	Checklist Item	Comment
<u>Section I :Student Information</u>		
	Student survey document [optional]	
	Student prior achievement levels	
	Learning styles and needs	
	Cultural; and socio-economic backgrounds	
	Individual interests	
<u>Section II: Learning and Developmental Goals</u>		
	Five – Ten learning and developmental goals	
	Aligned to NCSS standards?	
	Consideration to Student Information?	
	Evaluation methods	
<u>Section III: Instructional Units and Assessments</u>		
	Topics/titles of instructional units	
	SC Academic Standards	
	Approximate length of unit	
	Types of assessments	
<u>Section IV: Assessment Data</u>		
Methods for:		
	Analyzing	
	Evaluating	
	Recording	
	Reporting student progress and achievement	
<u>Section V: Classroom Management</u>		
	Description of classroom rules and expectations	
	Consequences	
<u>Section VI: Additional intern comments (optional)</u>		

Comments: If this is the draft of your long range plan, I would flesh it out some (except for those items that request a list). Those items that are rated 1 may be exactly as I expected them to be at the draft stage or were not adequately addressed at this point and will need more for the Final version of your Long Range Plan. Those rated 2 are good even for the final version but you may want to improve. Likewise, 3 is already excellent.

College of Charleston
Clinical Internship in Social Studies
NCSS Performance Evaluation

In addition to the ADEPT System of assessment, interns seeking certification in Social Studies (9-12) must provide evidence that they are competent to teach the Ten Thematic Standards of the National Council for the Social Studies (NCSS). Therefore, both the cooperating teacher and the intern will complete one of these evaluation forms together. For each theme, the clinical intern must be assessed at least twice on lesson planning and twice on teaching for Themes 1 – 10.

This form is to be completed by the cooperating teacher and by the clinical intern in social studies.

Note, it would be best used throughout the semester, not just at the end. **The intern should let the cooperating teacher know when he/she is addressing each Theme** so that they can both evaluate it together.

Clinical Intern: _____ Semester: _____

School: _____ Subject/Grade: _____

This form must be completed by the **intern and the cooperating teacher collaboratively** and signed by both.

The numerical scale for all parts of this evaluation instrument is:

- 1. Inadequate
- 2. Acceptable
- 3. Target
- NA Not Applicable

Indicate any weaknesses and/or recommendations related to social studies content knowledge, planning ability, or social studies instructional skills of the clinical intern in the space below.

(Signature of Cooperating Teacher)

(Signature of Clinical Intern)

**NCSS Theme I
Culture and Cultural Diversity**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

1. Lesson Content / Objective: _____

(Date) _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective: _____

(Date) _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective: _____

(Date) _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

NCSS Theme II

Time, Continuity and Change

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time continuity and change.

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

1. Lesson Content / Objective: _____

_____ (Date)_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective: _____

_____ (Date)_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective: _____

_____ (Date)_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

NCSS Theme III

People, Places and Environments

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.

Descriptions: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

1. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme IV
Individual Human Development and Identity**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme V
Individuals, Groups and Institutions**

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

NCSS Theme VI Power, Authority and Governance.

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with governments, politics, political science, history, law, and other social sciences.

1. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE_____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme VII
Production, Distribution, Consumption**

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this typically appears in units in courses dealing with economic concepts and issues.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme VIII
Science, Technology, Society**

Teacher of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme IX
Global Connections and Interdependence**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

**NCSS Theme X
Civic Ideals and Practices**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In school, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

1. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

2. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

3. Lesson Content / Objective _____

_____ DATE _____

- Evidence in planning	1	2	3	NA
- Evidence in teaching	1	2	3	NA

Comments / Suggestions:

UWS Section I: Unit Topic or Title. Provide a title and an over view of the Unit (one paragraph to a page maximum).

UWS Section II: Contextual Factors. This was provided in the Long Range Plan and does not need to be repeated here.

UWS Section III: Unit Plan

- ❖ **Part A.** This part of the UWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations.

LEARNING GOALS

UWS Standard: The intern sets significant, challenging, varied and appropriate learning goals.

Rating	Rating → Criterion ↓	1 Unacceptable	2 Acceptable	3 Target
	Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.
	Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.
	Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.

- ❖ **Part B.** This part of the UWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement.

ASSESSMENT PLAN

UWS Standard: The intern uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Rating	Rating → Criterion ↓	1 Unacceptable	2 Acceptable	3 Target
	Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
	Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
	Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.

	Adaptations Based on the Individual Needs of Students	Intern does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Intern makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Intern makes adaptations to assessments that are appropriate to meet the individual needs of most students.
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- ❖ **Part C.** This part of the UWS includes the results and analyses of the pre-assessments (Paragraph to a page maximum).
- ❖ **Part D.** This part of the UWS includes the *key* instructional activities, strategies, materials, and resources (including instructional technology) and their related unit objectives.

DESIGN FOR INSTRUCTION

UWS Standard: The intern designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Rating	Rating → Criterion↓	1 Unacceptable	2 Acceptable	3 Target
	Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.
	Accurate Representation of Content	Intern's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Intern's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Intern's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
	Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.
	Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.
	Technology Planning	Curriculum planning includes methods and strategies that address content standards and student technology standards.	Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing use of technology resources.	Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing collaborative use of technology resources and tools.
	Technology Assessment	Use of technology provides no evidence that students use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.	Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.	Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills to produce and publish.
	Technology Productivity	Technology is used to enhance communication, collaboration,	Technology is used to enhance communication,	Technology is used to enhance communication, collaboration,

		and productivity.	collaboration, productivity, and presentation skills.	productivity, presentation skills, and reflection of professional practice development.
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UWS Section IV: Analysis of Student Learning. This section includes a table that includes student (use letters to represent, not names) pre and post test data and one or more visual representations (e.g., tables, graphs, charts) that depict student performance for one entire class (Excel would be the best method to do this). Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement.

ANALYSIS OF STUDENT LEARNING

UWS Standard: The intern uses assessment data to profile student learning and communicate information about student progress and achievement.

Rating	Rating → Criterion ↓	1 Unacceptable	2 Acceptable	3 Target
	Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
	Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
	Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

UWS Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

REFLECTION AND SELF-EVALUATION

UWS Standard: The intern analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating	Rating → Criterion ↓	1 Unacceptable	2 Acceptable	3 Target
	Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
	Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.

	Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
	Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
	Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

Secondary Social Studies Electronic Portfolio

Themes	Courses							
	EDFS 201	EDFS 303	EDFS 326	EDFS 330	EDFS 345	EDFS 455	EDFS 456	EDFS 460
Diversity	• Culture Paper	• Reflection on diversity in child development			• Special Education project	• ESOL field experience		• Case Study
Technology		• Reflection on technology and child development	• Unit Plan • PowerPoint/Notebook project			• PowerPoint or Smart Notebook presentation	• Lesson plans • Resource note book	• Lesson plans
Application / Content Specific Pedagogy		• Field Experience Reflections	• Field Experience Reflections	• Field Experience Reflections • Classroom Management System		• Lesson Plans	• Field Experience Reflections • Lesson Plans • Unit Plan	• Lesson Plans • Long Range Plan • Candidate Work Sample
Professionalism	• Philosophy		• Resume • Unit Plan				• Extended Philosophy	• Extended Philosophy • PRAXIS II and PLT scores
Assessment				• Classroom Management System		• Teacher made assessments	• Lesson plans	• Tests • Rubrics • Candidate Work Sample

The portfolio will be created electronically. Options are:

- As a PowerPoint presentation
- Through a website created by the student.
- Through a web service such as a wiki (for example PBWorks.com)

Each item should include an introduction and reflection as to how it will affect your teaching and how it correlates to the NCSS Standards/Themes. The organization is up to you as long as these items are included.

Electronic Portfolio Rubric

Name

Score key

1 = Limited introduction and reflection. Shows no relationship to NCSS Standards
 2 = Adequate introduction and reflection. Ties what was learned to NCSS Standards
 3 = Indepth introduction and insightful reflections well related to NCSS Standards.

		Score	Sub total
Diversity	Culture paper (EDFS 201)		
	Reflection on diversity in child development (EDFS 303)		
	Special Education project (EDFS 345)		
	ESOL field experience (EDFS 456)		
	Case Study (EDFS 460)		
Technology	Reflection on technology and child dev. (EDFS 303)		
	Unit Plan (EDFS 326)		
	PowerPoint/Notebook project (EDFS 326)		
	PowerPoint/Notebook presentation (EDFS 455)		
	Resource Notebook (EDFS 456)		
	Lesson plans (EDFS 456)		
	Lesson plan (EDFS 460)		
Application / Content Specific Pedagogy	Field experience reflections (EDFS 303)		
	Field experience reflections (EDFS 326)		
	Field experience reflections (EDFS 330)		
	Field experience reflections (EDFS 456)		
	Classroom Management System (EDFS 330)		
	Lesson plans (EDFS 455)		
	Lesson plans (EDFS 456)		
	Lesson plans (EDFS 460)		
	Unit Plan (EDFS 456)		
	Long Range Plan (EDFS 460)		
	Candidate Work Sample (EDFS 460)		
Professionalism	Philosophy (EDFS 201)		
	Resume (EDFS 326)		
	Unit Plan (EDFS 326)		
	Extended Philosophy (EDFS 456)		
	Extended Philosophy (EDFS 460)		
	PRAXIS II and PLT scores		
Assessment	Classroom Management System (EDFS 330)		
	Teacher made assessments (EDFS 455)		
	Lesson plans (EDFS 456)		
	Tests (EDFS 460)		
	Rubrics (EDFS 460)		
	Candidate Work Sample (EDFS 460)	Total	

Introduction should include the class the assignment was in and any context information to help the reader understand its place in a social studies program

Reflection should include (but not be limited to) what contribution this item made to your overall success as a teacher candidate, how you grew through the process and what it will mean to your future classroom and career.

Relationship to NCSS Standards and themes refers to Standard 1.1-1.10 and 3.1

Clinical Practice Intern _____ **Major** _____

School _____

Grade level(s)/Subject area(s) _____

Dates of unit from _____ **to** _____ **Number of lessons in unit** _____

UWS Section I: **Unit Topic or Title** (from the LRP, key element 1.C)

UWS Section II: **Contextual Factors** (from the LRP, key element 1.A)

This was provided in the Long Range Plan and does not need to be repeated here.

UWS Section III: **Unit Plan**

UWS Section III, Part A (key element 2.A): Describe the unit objectives and their correlated standards or expectations.

Unit Objectives (Key element 2.A)	Correlated Standards/Expectations
1.	
2.	
3.	
4.	
5.	

UWS Section III, Part B (key elements 3.A and 3.C): Describe and/or attach the assessments for each unit objective. Include descriptions of any necessary accommodations. For each assessment, include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights, and the like). Note: Attachments must be clearly labeled to indicate their relationship to the elements in the table below.

Assessments (Key element 3.A)	Accommodations (Key element 3.A)	Evaluation Criteria (Key element 3.C)
<i>Unit Objective 1:Pre-Assessment(s)</i> <i>Unit Objective 1:Post-Assessment(s)</i> <i>Unit Objective 1: Other Assessment(s)</i>		
<i>Unit Objective 2:Pre-Assessment(s)</i> <i>Unit Objective 2:Post- Assessment(s)</i> <i>Unit Objective 2: Other Assessment(s)</i>		
<i>Unit Objective 3:Pre-Assessment(s)</i> <i>Unit Objective 3:Post-Assessment(s)</i> <i>Unit Objective 3: Other Assessment(s)</i>		
<i>Unit Objective 4:Pre-Assessment(s)</i> <i>Unit Objective 4:Post-Assessment(s)</i> <i>Unit Objective 4: Other Assessment(s)</i>		
<i>Unit Objective 5:Pre-Assessment(s)</i> <i>Unit Objective 5:Post-Assessment(s)</i> <i>Unit Objective 5: Other Assessment(s)</i>		

UWS Section III, Part C (key element 3.B): After administering the pre-assessment(s), analyze student performance relative to the unit objectives. **Attach** one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.

UWS Section III, Part D (key elements 2.B): Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the unit objectives (numbered according to the order in which they are listed in UWS Section III, Part A) that are addressed.

Activities/Strategies/Materials/Resources (Key element 2.B)	Unit Objective Number(s)

UWS Section IV: Analysis of Student Learning (Key elements 3.B and 3.C)

Once you have completed the unit, analyze all of your assessments and determine your students' progress relative to the unit objectives. **Attach** clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup (learning differences, learning styles, cultural linguistic characteristics, exceptionalities, gender, and socio-economic status) labeled in your contextual factors and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

UWS Section V: Reflection and Self-Assessment (Key elements 3.B and 2.C)

Reflect on and describe the relationship between your students' progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?