

EED 436– SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Spring, 2008
College of Education

Department of Curriculum and Instruction

EED 436 is a required course for the Bachelor's in Academic Studies and the Texas EC-4 Generalist Certification

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 and by appointment



Enhancing The Future
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REQUIRED TEXT

Social Studies in the Elementary and Middle School. Available at Eagle Graphics in Huntsville.

COURSE DESCRIPTION

The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be placed on content knowledge and the development of methodological skills through field based experiences. The nature of social studies as a discipline and the scope and sequence of appropriate content for each grade level will be explored. Constructivist principles and ideas will be practiced in this course. Active involvement in class projects and assignments will enable you to develop an understanding of curriculum, instructional methods and materials, and evaluation techniques for elementary and middle grades social studies based upon education research, contemporary practice and State and National standards for social studies education. During your methods semester you will be placed in an EC-4 public school classroom and have opportunities to plan, implement, and assess instruction. At least two of your lessons will be teaching a social studies lesson (i.e., a concept lesson and a generalization lesson). For these lessons you will turn in a lesson plan for pre-approval, the materials used to conduct these lessons, and a reflection on the success of the lessons. Your field experience performance will constitute half of the grade for this course.

COURSE and IDEA OBJECTIVES

Standards Matrix:

Objectives/Learning Outcomes	Activities	Assessment	Standards
The candidate:	*Indicates field-based activity		
Demonstrates factual knowledge relating to teaching social studies in the schools (terminology, classifications, methods, and trends)	Exam # 1 Exam # 2	Test - Selected response and constructed response	NAEYC-4b NAEYC-4c
Applies fundamental principles, generalizations, and theories relating to teaching social studies in the schools.	Tour of Countries assignment The purpose is to help candidates become familiar with developing games and activities to use in the teaching of facts. (See attachment) Concept Book assignment* The purpose is to help candidates demonstrate understanding that teaching concepts is more than having students memorizing vocabulary words. (See attachment) Generalization Script assignment*	Product performance A game or activity designed facts about another country. Product performance A concept book will be made.	PPR-3 PPR-7 PPR-8 NAEYC-4b NAEYC-4c NCSS- 1 - 10

	The purpose is to help candidates demonstrate understanding that generalizations is more than having students memorizing sayings and expressions. This activity helps candidates to plan such a lesson and Map out ahead of time where they would like it to go and how it might get there through their prompting. (See attachment)	Product performance A script will be developed that teaches a generalization to a group of children.	
Applies course material to improve thinking, problem solving, and decision making in regards to teaching social studiers in the schools.	Two Week Grid of Thematic Unit focused on SS Topic The purpose is to have the candidates plan a 10 day unit and demonstrate that they understand the different components of social studies. In the unit you will have the opportunity to include all that we have discussed this semester in the preparation of the unit. (See attachment)	Product performance A grid or plan of a two week social studies unit will be developed.	PPR-7 PPR-8 NAEYC-4c
Demonstrates specific skills, competencies, and points of view needed by teachers as professionals.	Contextual Factor Paper The purpose is to have the candidates demonstrate how a multitude of factors influence the planning of instruction, implementation of planning, and the assessment of instruction. You will have the opportunity to consider your field experience placement and the factors that will influence your planning in the teaching of these particular children. (See attachment) *Field Experience: Learning Plans, Learning Plan Reflections, Mentor Lesson Evaluation, Mentor Disposition Evaluation, Field Experience Checklist	Product performance A paper discussing the contextual factors in planning instruction in the field experience classroom. Product performance, Evaluations	PPR-3 PPR-7 PPR-8 PPR-10 NAEYC-4c

STANDARDS

Texas Pedagogy and Professional Responsibilities (PPR)

Site: http://texes.ets.org/assets/pdf/testprep_manuals/100_pedprofrespec_4.pdf

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I: Designing Instruction and Assessment to Promote Student Learning

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives

Domain III: Implementing Effective, Responsive Instruction and Assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

National Association for the Education of Young Children (NAEYC)

Site: <http://www.naeyc.org/academy/standards/>

Standard 4: Teaching and Learning. Candidates integrate their

b. understanding of developmentally effective approaches to teaching, and

c. learning and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

National Council for the Social Studies (NCSS)

Site: <http://www.socialstudies.org/standards/strands/>

- Standard 1: Culture. Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Standard 2: Time, Continuity, and Change. Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- Standard 3: People, Places, and Environment. Social studies programs should include experiences that provide for the study of people, places, and environments.
- Standard 4: Individual Development and Identity. Social studies programs should include experiences that provide for the study of individual development and identity.
- Standard 5: Individuals, Groups, and Institutions. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Standard 6: Power, Authority, and Governance. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- Standard 7: Production, Distribution, and Consumption. Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Standard 8: Science, Technology, and Society. Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- Standard 9: Global Connections. Social studies programs should include experiences that provide for the study of global connections and interdependence.
- Standard 10: Civic Ideals and Practices. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

COURSE FORMAT

This course will consist of lecture, discussion, small group work, and in-class and out-of-class activities designed to help candidates further their knowledge, skills, and dispositions in regards to teaching social studies in the public schools.

COURSE CONTENT

Content will include theory and pedagogy related to teaching social studies knowledge (i.e., concepts, facts, and generalizations), skills (i.e., thinking and data gathering and interpretive skills), and values. The integration of social studies with other subject fields will also be discussed.

REQUIREMENTS, MAJOR ASSIGNMENTS, AND EXAMS

Requirement: *Professionalism*: You will be expected to conduct yourself in a professional manner at all times, in methods courses and in field experience.

Requirement: *Membership in the Texas Council for the Social Studies*. You will be required to join the Texas Council for the Social Studies. Information for membership will be given the first week of class.

Assignments: Five (5) activities will be due during the course:

- 1) a Concept Lesson (You'll develop and use a concept book with children in your field experience)
- 2) a Fact Lesson (You'll develop a game or activity designed to teach facts with children)
- 3) a Generalization Lesson (You'll develop an approach to teach a generalization to children in your field experience)

- 4) a Contextual Factor paper of your field experience setting, (You will have the opportunity to consider your field experience placement and the factors that will influence your planning in the teaching of these particular children and report on these factors)
- 5) a Two-week Grid of a particular unit theme or focus. You will have the opportunity to plan a 10 day unit and demonstrate that you understand the different components of social studies. In the unit you will have the opportunity to include all that we have discussed this semester in the preparation of the unit.

See attachment for details. Rubrics will be given later.

Major

Exams: Two exams will be given. The two exams will consist of objective and essay questions.

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized five points per day that they are late. All out of class assignments should be typed.

All due dates will be given the first week of class.

EVALUATION

Field Experience Performance (Lesson Plans, Evaluations, Professional Responsibilities and Attributes, Portfolio)	150	points
Concept Lesson (*field-based)	75	points
Fact Lesson	30	points
Generalization Lesson (*field-based)	75	points
Two Week Grid	30	points
Contextual Factor Paper	80	points
2 Exams @ 80 points each	160	points

	600	total points possible

552-600 points	A
492-551.9 points	B
432-491.9 points	C
372-431.9 points	D
371.9 points or lower	F

A grade of D or lower will require that the course be retaken before you are eligible for student teaching.

ATTENDANCE POLICY

Absences: As per University policy, candidates will not be penalized for one three hour absence during the methods semester. This one-class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

After the second absence the candidate will be notified they have exceeded the maximum allowed. Upon a third absence, the candidate will attend a conference with the methods professors as well as the Chairperson of Curriculum and Instruction to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester. The candidate is responsible for obtaining and completing any assignments missed due to absence. Any missed group work will result in an individual assignment.

If a candidate misses a day of field experience, arrangements must be made with the methods instructors and the mentor teacher to make up that day before the end of the semester. This make up day should be at the convenience of the mentor teacher and the school.

Tardies: If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation will result in being counted absent and procedures for being absent will follow.

STUDENT DISABILITIES

If you have a disability that may affect your academic performance, you are expected to arrange for a conference with me immediately so that appropriate strategies can be considered to ensure that participation and academic opportunities are not impaired. Notification by the Counseling Center is expected.

TENTATIVE SCHEDULE

<i>Date</i>	<i>Topic</i>	<i>Assignments Due</i>
Wed Jan 16	Planning to Teach Social Studies	
Thu Jan 17	Planning to Teach Social Studies	
Tue Jan 22	Teaching Concepts in Social Studies	
Thu Jan 24	Teaching Concepts in Social Studies	
Tue Jan 29	Teaching Facts in Social Studies	
Thu Jan 31	Teaching Generalizations in Social Studies	
Tue Feb 5	Teaching Generalizations in Social Studies	
Thu Feb 7	Fact Lesson Presentations	
Tue Feb 12	Field Experience Seminars	
Thu Feb 14	Field Experience Seminars	
Thu Feb 21	<i>Exam # 1</i>	
Thu Feb 28	Teaching Thinking Skills in Social Studies	Contextual Factors Paper Due
Thu Mar 6	Teaching Data Gathering Skills	
Tue Mar 18	Teaching Data Gathering Skills	Concept Lesson Due
Thu Mar 20	Writing in Social Studies	
Tue Apr 22	Teaching Values in Social Studies	Generalization Lesson Due
Tue Apr 29	Teaching Values in Social Studies	Two Week Grid Due
Thu May 1	Using Children’s Literature in Social Studies	
Tue May 6	<i>Exam # 2</i>	
Thu May 8	PPR Portfolio Share	

BIBLIOGAPHY

Brophy, Jere (2007). *Powerful Social Studies for Elementary Students* (2nd ed.). Belmont, CA: Thomspon-Wadsworth.

Duplass, James (2008). *Teaching Elementary Social Studies*. Boston, MA: Houghton Mifflin.

Grant, S.G. (2006). *Elementary Social Studies: Constructing a Powerful Approach to Teaching and Learning* (2nd ed.). Boston, MA: Houghton Mifflin

Savage, Tom (2008). *Effective Teaching in Elementary Social Studies* (6th ed.). Upper Saddle River, NJ: Pearson.

Schell, Emily (2007). *Teaching Social Studies: A Literacy-Based Approach*. Upper Saddle River, NJ: Pearson.

EED 436 ACTIVITIES (Rubrics attached)

CONCEPT BOOK

The purpose is to help candidates demonstrate understanding that teaching concepts is more than having students memorizing vocabulary words. A concept book is constructivist in nature. Teachers will never be able to have one for each concept that they teach, but teachers can make 4-5 a semester and add to it. Many elementary teachers use them in centers. Concept books may be used whole group, small groups, in pairs, or individually (in centers, for instance).

1. Pick a concept appropriate for the grade you are teaching (it must be TEKS related and the TEKS written out).
2. Pick an approach to use – inductive, deductive, combination.
3. Using power point, match the examples and nonexamples with pictures, clip art, or other visuals. See examples in the packet.
4. You will turn in the power point as a hard copy showing the slides
5. The power points may be one to a page, three to a page, four to a page, etc., and should be in color (if at all possible)
6. There should be at least 6 pairs of examples and nonexamples – in a combination approach, it may go four examples and nons, definition, and then two or more examples or nons.
7. In addition, you will be expected to use this with their students and reflect on it.
8. There are examples in the packet for you to follow.
9. A lesson plan guiding this lesson using the methods lesson plan format will be turned in.

FACT LESSON (TOUR OF COUNTRIES)

The purpose is to help candidates become familiar with developing games and activities to use in the teaching of facts.

1. In groups (determined totally at random), you will be telling the rest of the class about a country.
2. You will develop a tri-board with pictures and facts about the country.
3. You will develop an original game or activity based on the facts that they have listed on the tri-board.
4. You will develop an information brochure about the country.
5. TEKS will be listed and written out on the information brochure. Pick a grade level and choose appropriate TEKS for this tour and learning activity. (three to four TEKS will work)
6. “Tour groups” will come to see their display. In a limited amount of time (it will vary depending on how many groups there are) you must explain the tri-board and play the game/activity with each group.
7. Each person will have their passport “stamped” (however they choose to do it) and receive an information brochure.

GENERALIZATION LESSON

The purpose is to help candidates demonstrate understanding that teaching generalizations is more than having students memorizing sayings and expressions. The generalization lesson is constructivist in nature. This activity helps candidates to plan such a lesson and consider where it might go and how it might get there.

1. Pick a generalization appropriate for the grade you are teaching (it must be TEKS related, and may be connected to the concept lesson that they have taught and the TEKS written out).
2. Pick an approach to use – inductive, deductive, combination.
3. Write a script for such a lesson, following examples given in the packet.
4. You will never actually use a script such as this in a classroom, but again, the purpose is to have you think through a lesson and be (somewhat) prepared as to what might arise.
5. In addition, you will be expected to use this with their students and reflect on it. (Not to follow the script but to teach the generalization)
6. There are examples in the packet for you to follow.
7. A lesson plan guiding this lesson using the methods lesson plan format will be turned in.

TWO WEEK GRID

The purpose is to have the candidates plan a 10 day unit and demonstrate that they understand the different components of social studies. In the unit you will have the opportunity to include all that we have discussed this semester in the preparation of the unit. This helps you to see the whole picture for a two week unit.

1. Pick a unit of study appropriate for the grade you are teaching (it must be TEKS related and the TEKS written out – (three to four TEKS will work).
2. Plan and list each day of the unit in grid form.
3. It must not be a throwing together of activities, but there must be a progression and reasoning for including the different pieces of the unit.
4. Included will be concepts, facts, generalizations, thinking skills, data gathering skills, and values.
5. This is not a lesson plan, but rather a grid for what is to come. For example, you can list that you will teach the generalization “There are many types of authority figures” but do not have to say how you will teach it. It is more important that you demonstrate that you understand that this is a good place for that generalization.
6. You may go nuts and not worry about resources or time – this would be a “perfect world” environment.
7. There are examples in the packet for you to follow.

CONTEXTUAL FACTOR PAPER

The purpose is to have the candidates demonstrate how a multitude of factors influence the planning of instruction, implementation of planning, and the assessment of instruction. You will have the opportunity to consider your field experience placement and the factors that will influence your planning in the teaching of these particular children. Contextual Factors is a major component of the Teacher Work Sample, required of all SHSU candidates during the student teaching semester. This paper will prepare you for that portion of the TWS. In the paper, guided in part by the Academic Excellence Indicator System (AEIS), you will demonstrate:

1. Your knowledge of community, school, and classroom factors on learning.
2. Your knowledge of the characteristics of these children.
3. Your knowledge of the varied approaches to learning shown by these children.
4. Your knowledge of the children’s skills and prior learning.
5. The implications that these have for instructional planning and assessment.

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Rubric
Concept Lesson: Concept Book

Rating Indicator	0-3 Indicator Not Met	4-9 Indicator Partially Met	10 Indicator Met	Score
Indication of corresponding TEKS written out	Only one of the three TEKS components is written.	The written TEKS contains only two of the three components.	The entire TEKS (strand, knowledge and skills statement, and student expectation) is clearly written.	
Indication of approach being used and concept being taught	Only one or neither of the approach or concept are identified, or identified in an unclear or specific way.	Both approach and concept are identified, but not in a clear or specific way.	Both approach (inductive, deductive, or combination) and concept are clearly written.	
Approach used matches with approach indicated	Approach used does not match the approach indicated.	Approach used may match the approach indicated but not in a clear or intentional way.	Approach used clearly matches the approach indicated.	
Enough matched picture pairs to teach the concept	Few or no picture pairs are matched, and/or not enough picture pairs to effectively teach concept.	Most picture pairs are clearly matched, but may not be enough to effectively teach concept.	All picture pairs are clearly matched, and enough picture pairs to effectively teach the concept.	
Rating Indicator	0-14 Indicator Not Met	15-29 Indicator Partially Met	30-35 Indicator Met	Score
Reflection of using Concept Book with children	Reflection does not address what went right, what did not go as planned, surprises, and what might be done differently or only one, two, or three of the four.	Reflection addresses what went right, what did not go as planned, surprises, and what might be done differently in a superficial or trite manner.	Reflection clearly addresses what went right, what did not go as planned, surprises, and what might be done differently in a thoughtful manner.	

Total - _____/75 points

A one paragraph description as to which PPR Competency this assignment meets (and how it is met) must accompany this assignment to receive credit.

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Rubric
Fact Lesson: Tour of Countries

Rating Indicator	0-3 Indicator Not Met	4-9 Indicator Partially Met	10 Indicator Met	Score
Indication of corresponding TEKS written out	Only one of the three TEKS components is written.	The written TEKS contains only two of the three components.	The entire TEKS (strand, knowledge and skills statement, and student expectation) is clearly written.	
Poster containing sights and pictures of facts	Contains few or no sights and pictures of the country, and/or few facts may be communicated through them.	Poster contains sights and pictures of country, but facts are not clearly communicated through them.	Poster contains enough sights and pictures of the country and clearly communicates the facts which may be learned	
Learning activity based on poster effectively teaches/reviews facts contained on the poster	Activity contains few appropriate and challenging facts from the poster and is not appropriate for use with the intended grade level.	Activity contains only some appropriate and challenging facts from the poster or is not appropriate for use with the intended grade level.	Activity contains enough, appropriate and challenging facts from the poster and is appropriate for use with the intended grade level.	

Total - _____/30 points

A one paragraph description as to which PPR Competency this assignment meets (and how it is met) must accompany this assignment to receive credit.

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Rubric
Generalization Lesson: Generalization Script

Rating Indicator	0-3 Indicator Not Met	4-9 Indicator Partially Met	10 Indicator Met	Score
Indication of corresponding TEKS written out	Only one of the three TEKS components is written.	The written TEKS contains only two of the three components.	The entire TEKS (strand, knowledge and skills statement, and student expectation) is clearly written.	
Indication of approach being used and generalization being taught	Only one or neither of the approach or generalization are identified, or identified in an unclear or specific way.	Both approach and generalization are identified, but not in a clear or specific way.	Both approach (inductive, deductive, or combination) and generalization are clearly written.	
Approach used matches with approach indicated	Approach used does not match the approach indicated.	Approach used may match the approach indicated but not in a clear or intentional way.	Approach used clearly matches the approach indicated.	
Enough matched picture pairs to teach the concept	Few or no examples are appropriate, and/or not enough to effectively teach generalization.	Most examples are clearly appropriate, but may not be enough to effectively teach generalization.	All examples are clearly appropriate and enough to effectively teach the generalization.	
Rating Indicator	0-14 Indicator Not Met	15-29 Indicator Partially Met	30-35 Indicator Met	Score
Reflection of using generalization script with children	Reflection does not address what went right, what did not go as planned, surprises, and what might be done differently or only one, two, or three of the four.	Reflection addresses what went right, what did not go as planned, surprises, and what might be done differently in a superficial or trite manner.	Reflection clearly addresses what went right, what did not go as planned, surprises, and what might be done differently in a thoughtful manner.	

Total - _____/75 points

A one paragraph description as to which PPR Competency this assignment meets (and how it is met) must accompany this assignment to receive credit.

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Rubric

Two-Week Grid of Thematic Unit focused on a Social Studies Topic

Rating Indicator	0-3 Indicator Not Met	4-9 Indicator Partially Met	10 Indicator Met	Score
Indication of corresponding TEKS written out	Only one of the three TEKS components is written.	The written TEKS contains only two of the three components.	The entire TEKS (strand, knowledge and skills statement, and student expectation) is clearly written.	
Rating Indicator	0 Indicator Not Met	1-2 Indicator Partially Met	3 Indicator Met	Score
Utilization of appropriate concepts for this unit	No concepts included in this unit.	Not enough or inappropriate concepts to effectively teach unit with intended grade level.	Enough and appropriate concepts to effectively teach unit with intended grade level.	
Utilization of appropriate facts for this unit	No facts included in this unit.	Not enough or inappropriate facts to effectively teach unit with intended grade level.	Enough and appropriate facts to effectively teach unit with intended grade level.	
Utilization of appropriate generalizations for this unit	No generalizations included in this unit.	Not enough or inappropriate generalizations to effectively teach unit with intended grade level.	Enough and appropriate generalizations to effectively teach unit with intended grade level.	
Utilization of appropriate thinking skills for this unit	No thinking skills included in this unit.	Not enough or inappropriate thinking skills to effectively teach unit with intended grade level.	Enough and appropriate thinking skills to effectively teach unit with intended grade level.	
Utilization of appropriate data gathering and interpretive skills for this unit	No data skills included in this unit.	Not enough or inappropriate data skills to effectively teach unit with intended grade level.	Enough and appropriate data skills to effectively teach unit with intended grade level.	
Utilization of appropriate values for this unit	No values included in this unit.	Not enough or inappropriate values to effectively teach unit with intended grade level.	Enough and appropriate values to effectively teach unit with intended grade level.	
Rating Indicator	0 Indicator Not Met	1 Indicator Partially Met	2 Indicator Met	Score
Progression and reason for including each component of unit	There is little or no purpose to the components of this unit.	There is purpose and logical order to much of the unit.	There is a purpose and logical order to each component of the unit.	

Total - _____/30 points

A one paragraph description as to which PPR Competency this assignment meets (and how it is met) must accompany this assignment to receive credit.

Rubric - Contextual Factors

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

Rating Indicator	0-5 Indicator Not Met	6-11 Indicator Partially Met	12-16 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Student	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities, disabilities)	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities, disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities, disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students; Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Total - _____/80 points

A one paragraph description as to which PPR Competency this assignment meets (and how it is met) must accompany this assignment to receive credit.