University of Portland
ED 553E Methods of Teaching and Learning: Social Studies
Fall 2019   3 Credit Hours
Mondays, 4:10-6:55   Franz 223

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Office Hours: Mondays, 3 p.m. - 4 p.m. and *by appointment*.   Class blog: edmethods.com
School of Education (SOED) phone number: 503-943-7135 and 1-800-546-3633
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Course Description

Candidates learn content-specific instructional and assessment methods and plan, teach, and assess lessons that facilitate learning of important knowledge, skills, and dispositions. The level of desired licensure and content area will determine the specific content of the course. Field work required. (University of Portland Bulletin)

Course Rationale

ED 553E is intended as a bridge between theory and practice. In your previous courses and experiences, you have acquired new knowledge, skills, and dispositions that include understandings of how students learn and the ways in which schools function within a larger social context, the ability to communicate teaching goals through planned lessons, and an appreciation of the diversity of human backgrounds and needs. *This course will continue build your pedagogical knowledge and skills, while at the same time helping you to make educational decisions that put your knowledge, skills, and disposition into practice.*

You will write goals and objectives that articulate both state standards and your professional educational vision of what students should learn. You will learn and implement specific instructional strategies that will help students to achieve. And you will learn to organize a coherent unit of instruction that links your decisions about curriculum and instruction in ways that assist all learners to succeed.

In short, ED 553E will prepare you to be a successful social studies teacher—capable of articulating a personal philosophy of education that addresses the needs of a diverse population of students, designing and executing lessons that mirror this philosophy, and assessing the effectiveness of your instruction.

Texts/Materials

Handouts, Online Readings and Reserves
    Readings and handouts will be distributed from time to time. They may be on reserve at the library, placed on the course site or other shared drives.

Course Objectives

The mission of the University of Portland School of Education is to develop exceptional professional educators. The School's Shared Values (Conceptual Framework) outlines characteristics of such an educator, and along with the InTASC Model Core Teaching Standards and relevant SPA standards, it guides the design and objectives of this and all courses in the School of Education. This course will focus on developing the following Shared Values (Conceptual Framework principles):

InTASC standards:

The following InTASC standards are addressed in this course:
- Standard 5 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 7 – Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

TESOL standards:
The following TESOL standards are addressed in this course:
- Standard 3a: Planning for Standards-based ESL & Content Instruction
- Standard 3b: Implementing & Managing Standards-based ESL & Content
- Standard 3c: Using Resources & Technology Effectively in ESL & Content Instruction

ISTE standards for educators:
The following ISTE standards for educators are addressed in this course:
- Standard 1: Learner – Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- Standard 2: Leader – Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

edTPA:
Preparation for the following edTPA tasks/prompts/rubrics is incorporated into this course:
- Task 1: Planning, Prompt 1: Central Focus (Rubric 1)
- Task 1: Planning, Prompts 2 & 3: Supporting students mathematical learning (Rubric 3)
- Task 2: Instruction, Prompt 3: Engaging students in learning (Rubric 7)
- Task 2: Instruction, Prompt 4: Deepening student learning during instruction (Rubrics 8 and 9)
- Task 2: Instruction, Prompt 5: Analyzing teaching (Rubric 10)

Course Objectives:
1. Students will plan curriculum, instruction, and assessment rooted in their knowledge of the nature of history and of historical thinking and in their understanding of other social science disciplines. *(InTASC 5)*
2. Students will acquire a knowledge of instructional strategies, both general and discipline-specific, that will assist all middle and high school learners to succeed. *(InTASC 7 & 8; TESOL 3a, 3b, 3c; edTPA Task 1/Prompt 1/Rubric 1, Task 1/Prompts 2&3/Rubric 3, Task 2/Prompt 3/Rubric 7, Task 2/Prompt 4/Rubrics 8&9, & Task 2/Prompt 5/Rubric 10)*
3. Students will build on their knowledge of current national and state standards and other perspectives on appropriate curriculum for middle and high school students. *(InTASC 7 & 8; TESOL 3a, 3b, 3c; edTPA Task 1/Prompt 1/Rubric 1, Task 1/Prompts 2&3/Rubric 3, Task 2/Prompt 3/Rubric 7, Task 2/Prompt 4/Rubrics 8&9, & Task 2/Prompt 5/Rubric 10)*
4. Students will plan curriculum, instruction, and assessment that encourage active student participation, critical thinking, and the authentic use of knowledge. *(InTASC 7 & 8; TESOL 3a, 3b, 3c; edTPA Task 1/Prompt 1/Rubric 1, Task 1/Prompts 2&3/Rubric 3, Task 2/Prompt 3/Rubric 7, Task 2/Prompt 4/Rubrics 8&9, & Task 2/Prompt 5/Rubric 10)*

5. Students will use varied instructional approaches supported by appropriate technology resources to meet the diverse developmental levels, learning styles, skills, knowledge, and cultures of middle and secondary students. *(InTASC 7 & 8; TESOL 3a, 3b, 3c; ISTE 1 & 2; edTPA Task 1/Prompt 1/Rubric 1, Task 1/Prompts 2&3/Rubric 3, Task 2/Prompt 3/Rubric 7, Task 2/Prompt 4/Rubrics 8&9, & Task 2/Prompt 5/Rubric 10)*
6. Students will demonstrate the collaborative skills and dispositions needed to continue their development as a professional educator.
7. Students will use appropriate technologies to enhance student learning and advance their professional growth. *(ISTE 1 & 2)*

Assessment, Assignments, and Activities
For more information see course website http://edmethods.com/classes.

Course assessments are designed to provide you with opportunities to develop the knowledge and skills described in the objectives and to provide evidence that you have met them.

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to Taskstream. Key assessments are indicated by the phrase "Key assessment for Taskstream submission" below.

All students enrolled in a School of Education course will have access to Taskstream and an account will be automatically created for them. The student's username will be their UP email address, including the "@up.edu" at the end. For instructions on how to login to Taskstream for the first time, please click here. For instructions on how to upload/submit a key assessment to Taskstream, please click here. Please contact Chris Greene (greenec@up.edu or 503-943-8534) with any questions related to Taskstream.

1. Design historical thinking lessons and resources. Objectives Assessed: 1-5. ~ 20%
2. Lesson study designs: Objectives Assessed: .2-5. ~ 10%
3. Design a document-based, historical thinking skills lesson for the final project. **Key assessment for Taskstream submission for InTASC 5, 7, 8; TESOL 3a, 3b, 3c; ISTE 1, 2; edTPA Task 1/Prompt 1/Rubric 1; edTPA Task 1/Prompts 2&3/Rubric 3;** Objectives Assessed: All. ~ 20%
4. Contribute assigned content to the classroom blog. Objectives Assessed: All ~ 20%
5. Use digital tools for content research, peer collaboration, personal / professional growth. Objectives Assessed: 6-7. ~ 30%

Evaluation
The following grading scale will be used on all assignments and in determining the final course grade:

94%-100% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
90%-93% = A-	83%-86% = B	73%-76% = C	63%-66% = D
	80%-82% = B-	70%-72% = C-	60%-62% = D-

Course Policies and Expectations
Assignments: Assignment sheets that include specific requirements, due dates, and scoring criteria will be distributed over the course of the term. Due dates will also be found on the course schedule. **All assignments**

are due on the specified date unless an extension is granted by the instructor in advance. One grade step (3-4% of the possible points for the assignment) may be deducted for each day that the assignment is late.

Attendance: Because this class is an extension of your student teaching experience, attendance and timeliness are required. Just as in the classroom, emergencies and illness may keep you from attending or being on time. *In these (hopefully) rare cases, you must contact me* in advance by voice mail or e-mail, or if this is impossible (a flat tire on the freeway, for example), as soon as possible. *Unexcused absences and excessive tardies will result in a reduction of your grade* (e.g., a 5% deduction for each unexcused absence). You may also be placed on a student teaching plan of assistance.

Academic Integrity: This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately and all forms should contain the appropriate signatures. Every student should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in the University of Portland Bulletin.

> *University of Portland's Code of Academic Integrity:*
> *Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.*

Academic Regulations: Policies governing your coursework at the University of Portland can be found in the University Bulletin.

Assessment Disclosure Statement: Student work products for this course may be used by the University for educational quality assurance purposes.

Accessible Education Services: Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommend that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

Shepard Academic Resource Center (SARC): The Learning Commons, located in Buckley Center 163 within the SARC, provides peer assistance tutoring for writing, math, speech and presentations, languages, sciences, and business and economics.

- Writing: Go to https://www1.up.edu/learningcommons/writing-center. You will need to register as a user the first time you go to the website. If you cannot make any of the posted office hours, you can arrange an appointment by emailing writing@up.edu.
- Math: Math assistants are available on a walk-in basis. Please go to https://www1.up.edu/learningcommons/math-resource-center for a current schedule of hours math assistants are available.
- Speech & Presentations: See https://www1.up.edu/learningcommons/speech-and-presentation-lab. Speech assistants from the Communication Department are available by appointment only. Just sent a request to speech@up.edu.
- International Languages: Language assistance is available by appointment; go to https://www1.up.edu/learningcommons/language-assistance and send an email to the target language.
- Biology & Chemistry: The Chemistry Department offers peer mentoring on a walk-in and appointment basis. The Biology Department offers peer mentoring on a walk-in and appointment basis. See https://www1.up.edu/learningcommons/sciences for details.
- Business & Economics: In collaboration with the Pamplin School of Business, the Learning Commons offers peer learning support in Economics and Business Law by appointment only. Go to https://www1.up.edu/learningcommons/economics-and-business for appointment information.
- Group Projects: Go to https://www1.up.edu/learningcommons/group-project-lab for assistance with strategies and skills for successful teamwork and appointment information.

Learning Assistance Counselor: Learning assistance counseling is also available in Buckley Center 163.   The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.
Assessment of Professional Dispositions: Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed here.

Mental Health: As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at http://www.up.edu/healthcenter or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Community Against Violence: University of Portland faculty, staff, and students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: http://www.up.edu/cav.

Course Schedule / Calendar
See course website calendar: http://edmethods.com/classes.