Instructor: Sylvia Kniest, M.Ed  
Contact Information: skniest@email.arizona.edu or 520-250-8114 (cell)  
Office Hours: Thursday before and after class or by appointment  
Class Location: Flowing Wells High School Room 53 for Tucson students. Synchronous meetings via Zoom meeting app for Chandler students.  
Day and Time: Thursdays, 1:15-3:45

Readings

- **Required Textbook:** *Social Studies Today: Research and Practice* (2015, second edition), Ed. by Walter Parker  
- All other readings available on D2L

General Internet Resources:

- Gilder Lehrman Institute of American History [https://www.gilderlehrman.org/](https://www.gilderlehrman.org/)  
- Primary sources [http://www.socialstudiescentral.com/instructional-resources/primary-sources/](http://www.socialstudiescentral.com/instructional-resources/primary-sources/)

COURSE DESCRIPTION:

Specific strategies, methodologies, and design approaches to teaching Social Studies in diverse secondary classrooms will be the focus of the course.

Participants in this course will engage in a variety of approaches that will allow them to examine the social studies curriculum as it relates to different learning styles, critical thinking, problem solving, active learning, inquiry, collaboration, instructional planning and assessment.

STANDARDS:

The state of Arizona has adopted the InTASC Standards and ISTE NET-T for the preparation of K-12 teachers. These standards are utilized in identifying course goals/objectives, course activities, assigning course requirements, and in creating course assessments.

- The ISTE NETS-T Standards [http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx)

COURSE OBJECTIVES:

Students will:

1. Articulate goals and main concepts related to secondary social studies instruction and investigate multiple strategies for teaching content that is meaningful, relevant and strongly connected to the lives of students in secondary classrooms. 

*INTASC Standards 2 (a), 4(b), 4(d), 5, 8*
2. Design and plan instruction that reflects the needs of all students in a multicultural society.
   
   **INTASC Standards 1(b), 2(d), 2(k)**
   
   **ISTE NETS-T Standards 1d, 4b**

3. Design and plan instruction that incorporates resources and activities that promotes active student involvement, critical thinking and the incorporation of multiple perspectives.

   **INTASC Standards 5(a), 7(b), 7(k)**
   
   **ISTE NETS-T Standard 1a**

4. Reflect on their practical teaching experiences and professional growth as a social studies teacher.

   **INTASC Standards 9(d), 9(l)**

5. Identify and develop a variety of techniques for assessment that are consistent with instructional strategies and objectives/standards.

   **INTASC Standards 6(a), 6(b), 6(e), 6(j), 8(e)**

6. Incorporate technology into social studies learning.

   **INTASC Standards 3(m), 5(i), 8(g)**
   
   **ISTE NETS-T Standards 1b, 2a, 5c**

**Social Studies Standards**


**Common Core State Standards/Arizona’s College and Career Ready Standards (AZCCRS)**

All methods courses in the Teach Arizona program require our pre-service teachers to create unit/lesson plans, instructional activities and assessments that align to the AZCCRS (Common Core) State Standards, as well as other relevant national, state, and district standards:


**CLASS EXPECTATIONS:**

1. **Attendance:** Regular attendance in class is required. Beginning with the second unexcused absence and for each unexcused absence thereafter, the course participation points will be reduced. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

2. **Class time:** Please arrive on time.

3. Food and drinks are allowed in the classroom. Take restroom breaks as needed.

4. **Cell Phones:** Turn off all cell phones and pagers prior to the start of class.

5. **Respect and Community:** In a course of this nature, discussions and participation is extremely important. When one person is talking, everyone should attentively listen. Work actively to become involved and get to know one another… No one enjoys a course where only a few students dominate class sessions.

6. **Academic Integrity:** All students are expected to abide by the UA Student Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)
7. **Student Code of Conduct**: Please review the Code of Conduct at [http://deanofstudents.arizona.edu/policiesandcodes](http://deanofstudents.arizona.edu/policiesandcodes).

8. **Students with Disabilities**: If formal, disability-related accommodations are necessary, register with the UA Disability Resource Center (621-3268; [http://drc.arizona.edu](http://drc.arizona.edu)), so they can notify me of your eligibility for reasonable accommodations.

9. **Reading Assignments**: Most of our in-class time is spent “hands-on” and focusing on the “how to”, however the course readings provide valuable information to help you prepare for your future as social studies educators. The online forum provides a way to collectively interact with the content in the course readings. Part of the assessment criteria for the course, therefore, includes assessing the quality of the online forum discussions. Discussion posts should include specific references to the readings. The syllabus and schedule give an overview of the topics and readings for most of the semester. Students are expected to stay current with all of the readings. When a specific reading assignment is noted for a specific date, content from the assignment will be prerequisite knowledge for that day’s class.

10. **Written Assignments**: Due dates for all major assignments are listed in the class schedule. Assignments turned in late may be subject to a reduction in grade unless prior arrangements have been made with the instructor. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors. Assignments are due by 11:30 PM on the due date. All assignments are to be submitted to the D2L drop box.

Note: Information contained in this syllabus, with the exception of the attendance and grading policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

<table>
<thead>
<tr>
<th>Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice</th>
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</thead>
<tbody>
<tr>
<td>The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.</td>
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</tbody>
</table>

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as micro aggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power.
- We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity. Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.
We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

**COURSE REQUIREMENTS:** This course aligns to the 6-unit morning field internship (TTE 593). The Historical Investigation Lesson, Unit Plan, and Demonstration Lesson should be designed for your school site classroom.

1. **Participation:** D2L discussions will be awarded participation points based upon the Discussion Rubric (attached to this syllabus). Attendance and completion of in-class assignments will also be awarded participation points. During this class, you will be asked to participate in group/individual presentations, activities, and class discussions regarding the course topics, required readings, and assigned observations. You will receive a class participation grade based upon your preparedness for and participation in these activities.  
   * (15% of course grade)  
   * InTASC Standards 1, 4

2. **Historical Investigation:** Develop a historical investigation lesson that includes the following features in a lesson plan format:
   - Identify at least one Content Standard that is integrated in the lesson.
   - Begin with a focus question that promotes investigation and discussion
   - Include a “hook” that grabs students’ attention and sets the context for the event or person being investigated
   - Include both visual and written primary sources that represent different points of view (minimum of 4 cited sources)
   - Describe the procedure that you will utilize for students to conduct the historical investigation
   - Works cited page that lists the sources for your documents
   
   Follow the lesson plan format for this class and be prepared to share (not teach) your lesson on 10/19  
   * (10% of course grade)  
   * InTASC STANDARDS 4, 5, 7, 8  
   * ISTE NETS-T STANDARDS 1, 2, 4, 5

3. **Unit Design:** Design the beginning steps of a unit plan that you will teach next semester following the curriculum framework; *Understanding by Design*. You will follow the structure of *Stage 1: Unwrapping the Standards* and *Stage 2: Assessment Evidence* on the UbD template that is attached to the Unit Design Requirements. The unit design is due 10/28.  
   * (15% of course grade)  
   * InTASC STANDARD 7
4. **Video lesson reflection**: Teach a basic Social Studies lesson to students in your internship classroom (15-20 minutes). Upload a video of the lesson using Voice Thread to share with your peers. **Due 11/4 (15% of course grade)**

   **Required elements:**
   - Release form signed by you
   - Release form signed by students and their parents if students appear in the video
   - Copy of a video showing 15 – 20 minutes of instruction
   - A copy of the lesson plan
   - A written analysis of your instruction focusing on key elements such as student engagement, clarity of instructions and modeling, checks for understanding, classroom management, closures, etc. Students should provide specific evidence from the recorded lesson to support their analysis. Include: strengths of the lesson and what you would do to make the lesson better. **Required length is 1 – 2 pages double spaced.**

   *InTASC Standards: 9 - ISTE.NETS 3, 4, 5*

5. **Classroom Observation Reflections**: You are required to observe a minimum of 3 different Social Studies teachers in and/or outside of your school on free afternoons this semester for a total of 6 or more observations. (Please do not use your cooperating teacher as one of these 3 teachers). The observation paper is an analysis of the instructional approaches of at least 3 different Social Studies teachers you have observed this semester (use pseudonyms for all names, please). What connections can you make with the readings and our class discussions? What activities, assignments, or strategies did you find particularly effective? What have you learned about yourself as a future Social Studies teacher from these observations? In addition, you need to include a self-made time log detailing the dates and time spent in different classrooms. Make sure the time log includes the signature of each teacher. **Final Observation Paper Reflection Due 12/9 (15% of course grade)**

   *InTASC Standards 4, 8, 9*

6. **Demonstration Lesson** *(Note that this is the Benchmark Assignment for the course. Students must pass this assignment to pass the course.)*

   All semester we will be working towards discovering what makes an effective lesson. For your final benchmark assignment, you will select a single lesson from your Social Studies Unit Plan and teach the lesson to your peers. The time allotted for the lesson will be 40 minutes. This lesson must promote historical thinking skills and critical inquiry using primary sources.

   The following features must be included in addition to elements of the regular lesson plan format:
   - Begin with a focus question that promotes investigation and discussion
   - Include a “hook” that grabs students’ attention and sets the context for the event or person being investigated
   - Include both visual and written primary sources that represent different points of view (minimum of 4 cited sources)
   - Works cited page that lists the sources for your documents and any other resources.

   The lesson will be evaluated using the Demonstration Lesson Rubric. The assignment will be weighted 50% for teaching, 30% for a detailed lesson plan and 20% for a written reflection on the lesson describing strengths, areas in need of improvement and plans for improvement. Each student must submit a lesson plan for the demonstration lesson that follows the lesson plan format presented previously in class. Alternately, a student may use the lesson plan format mandated by his/her host school district if the district requires a specific planning model. **(30% of course grade)**

   *InTASC Standards 1-9 and ISTE NETS-T Standards 1, 2, 4*
Demonstration Lesson Assignment Guidelines

Each student will select a single lesson from his/her Social Studies Unit Plan and teach the lesson to his/her peers. The time allotted for the lesson is 50 minutes.

Each student must submit a lesson plan for the demonstration lesson that follows the lesson plan format presented previously in class. Alternately, a student may use the lesson plan format mandated by his/her host school district if the district requires a specific planning model. The lesson will be evaluated using the attached Demonstration Lesson Rubric.

Lesson Plan Requirements:

- Content objective(s)
- Language objective(s)
- Standards alignment
- Task analysis including sub-objectives, Bloom’s Level and time allotted
- Teaching strategies used for each sub-objective (must be varied) that include checks for understanding requiring overt student active participation
- Comprehensive list of all materials required to teach the lesson

Demonstration Lesson Requirements

- Teach “bell to bell”
- Begin with an engagement activity or anticipatory set that taps into students’ prior knowledge
- The lesson must address important content and the teacher must demonstrate content mastery
- The lesson must include the use of some technology
- The students must be actively engaged
- Use questioning and/or other strategies effectively to check for understanding
- Include a closure activity

Reflective Essay Requirements:

- Describe elements of the lesson that were particularly effective and explain why they were effective
- Describe elements of the lesson that needed improvement and explain what made that part of the lesson less effective than desired
- Provide specific revisions to the lesson that you intend to make in order to improve the lesson.
# Demonstration Lesson Rubric

## Planning:

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<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
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<tbody>
<tr>
<td>Terminal Objective</td>
<td>Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The objective specifies both content and behavior.</td>
<td>Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The Objective specifies either content or behavior but not both.</td>
<td>Provides a Terminal Objective with questionable alignment with curriculum goals and content standards. The Objective specifies either content or behavior but not both.</td>
<td>The Terminal Objective does not appear to be aligned with curriculum goals and content standards. The Objective lacks specificity.</td>
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<tr>
<td>Language Objective</td>
<td>The plan explicitly provides tools of language development including strategies for making content accessible to ELLs. The language objective is clearly stated.</td>
<td>The plan implies tools of language development including strategies for making content accessible to ELLs. The language objective is clearly stated.</td>
<td>The language objective is clearly stated but tools of language development are not evident.</td>
<td>The language objective is unclear or missing. Tools of language development are not evident.</td>
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<tr>
<td>Task Analysis</td>
<td>The plan includes a series of sub-objectives that appropriately sequence learning experiences, demonstrates a variation in Bloom’s level and matches the final sub-objective to the terminal objective.</td>
<td>The sub-objectives may not provide appropriately sequence learning experiences, or demonstrates a variation in Bloom’s level. The final sub-objective may not match the terminal objective.</td>
<td>The sub-objectives may not provide appropriately sequence learning experiences. Reference to Blooms level may be inaccurate or missing. The final sub-objective may not match the terminal objective.</td>
<td>The sub-objectives does not provide appropriately sequence learning experiences. Reference to Blooms level is inaccurate or missing. The final sub-objective does not match the terminal objective.</td>
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## Teaching Strategies & Checks for Understanding

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<tr>
<td>InTASC: 7, 8</td>
<td>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective, varied strategies, one check for</td>
<td>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies may not be varied. There is</td>
<td>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies are not varied. There is one</td>
<td>The plan contains less than one strategy and/or one check for understanding per sub-objective. There is little or no evidence of</td>
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understanding per sub-objective and opportunities for overt active student participation.

one check for understanding per sub-objective. Student active participation is implied.

check for understanding per sub-objective. There is little evidence of opportunities for student active participation.

opportunities for student active participation.

### Lesson Materials

| InTASC: 3 | The plan provides a comprehensive list of materials necessary and all listed materials are attached. | The materials are listed but not all listed materials are attached. | The list of materials is incomplete and or not all listed materials are attached. | The list of materials is incomplete or missing and few if any listed materials are attached. |

### Teaching:

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<tr>
<td>The instructional strategies and activities addressed participants’ prior knowledge.</td>
<td>The student asks questions specifically designed to elicit participants’ prior knowledge or engages students in an activity specifically designed to elicit prior knowledge throughout the lesson.</td>
<td>The student asks questions specifically designed to elicit participants’ prior knowledge or engages students in an activity specifically designed to elicit prior knowledge at some point within the lesson.</td>
<td>The student appears to make some attempt to elicit prior knowledge but the method used is not specifically designed to do so.</td>
<td>No participant prior knowledge was elicited</td>
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<tr>
<td>The lesson involved fundamental concepts of the subject and was at an appropriate level for the students.</td>
<td>The entire lesson covered content essential to mastery of the subject and was at an appropriate level for the students.</td>
<td>A majority of the lesson covered content essential to mastery of the subject and was at an appropriate level for the students.</td>
<td>Some of the lesson content was essential for mastery of the subject and/or the level was slightly higher or lower than an appropriate level for the students.</td>
<td>The lesson content was not essential for mastery of the subject and/or the level was not appropriate for the students</td>
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<tr>
<td>The lesson promoted strongly coherent conceptual understanding.</td>
<td>The entire lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet</td>
<td>A significant portion of the lesson was designed and implemented in a way that targeted a strong understanding of broad concepts</td>
<td>Some of the lesson addressed the broad concepts but the majority of the lesson addressed acquisition of discreet facts with little</td>
<td>There was little meaningful content covered and few if any connections to the big ideas were made.</td>
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<tr>
<td>InTASC 2, 4, 5</td>
<td>facts or minutiae.</td>
<td>rather than discreet facts or minutiae.</td>
<td>connection to the big ideas.</td>
<td>The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.</td>
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<tr>
<td><strong>The student had a solid grasp of the subject matter content inherent in the lesson.</strong></td>
<td>The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.</td>
<td>The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.</td>
<td>The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.</td>
<td>The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.</td>
</tr>
<tr>
<td><strong>Participants were actively engaged in thought-provoking activity that often involved the critical assessment of ideas.</strong></td>
<td>The participants were completely engaged throughout the lesson and were involved in thoughtful discussion involving analysis of the lesson material and or metacognition.</td>
<td>The participants were actively engaged for a majority of the lesson and spent some time reflecting on their learning.</td>
<td>The participants were engaged for a portion of the lesson and spent little if any time reflecting on their learning.</td>
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<tr>
<td><strong>The teacher used questioning strategies effectively.</strong></td>
<td>The student used instructional questions effectively throughout the lesson to engage students, check for understanding and guide student learning. The student used questions to elicit additional questions from participants and guided participants toward answering their own questions.</td>
<td>The student used instructional questions effectively at times during the lesson to engage students, check for understanding and guide student learning. The student was the primary source of the questions instead of the participants.</td>
<td>The student occasionally used instructional questions effectively but spent a significant amount of time “telling” rather than “asking.”</td>
<td>The student asked few instructional questions and utilized lecture or “telling” as the primary means of instruction.</td>
</tr>
<tr>
<td>Classroom discourse was focused on the lesson topic and much of the discussion was between and among participants.</td>
<td>Participants were engaged in meaningful dialog about the lesson content throughout the lesson.</td>
<td>Participants were engaged in meaningful dialogue about the lesson content for much of the lesson.</td>
<td>Participants were engaged in meaningful dialogue about the lesson content for a portion of the lesson.</td>
<td>There was little dialog among students or most of the student dialog was unrelated to the lesson content.</td>
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<tr>
<td>InTASC: 3</td>
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<tr>
<td>There was a climate of respect for what others had to say.</td>
<td>Dialog was respectful and respected. Participants listened attentively to each other and responded respectfully at all times. There was evidence that the ideas of others were heard and valued.</td>
<td>Participants listened attentively to each other and responded respectfully most of the time. Only occasionally did participants interrupt one another or show minor disrespect.</td>
<td>“Side bar” conversations and other distractions occurred frequently while participants were speaking. Participants were openly critical of comments made by others.</td>
<td>Few rules governing classroom discussion were evident. Participants were often inattentive or rude to classmates.</td>
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<tr>
<td>InTASC: 3</td>
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<tr>
<td>Active participation of participants was encouraged and valued.</td>
<td>Participants were encouraged to engage with the material and ask questions. Their enthusiasm was rewarded and opportunities for them to explore further or dig deeper were encouraged.</td>
<td>Participants were encouraged to engage with the material and ask questions. Opportunities for students to explore on their own or dig deeper were not encouraged.</td>
<td>Participants’ opportunities to actively engage with the material were limited. Activities were very restrictive and did not allow for deeper exploration by participants.</td>
<td>Participants had minimal opportunity to engage with material. Their role was primarily that of spectator.</td>
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<tr>
<td>InTASC: 2, 4, 5, 8</td>
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<tr>
<td>The teacher acted as a resource person, working to support and enhance participants’ learning.</td>
<td>The teacher could best be described as “the guide on the side” by assuming the role of facilitator and helping participants work through the material for themselves. The teacher provided many opportunities for participants to make discoveries and draw conclusions for themselves, but occasionally provided information that the participants could have found this information out for themselves.</td>
<td>The teacher provided much of the information and answers to participants even though the participants could have found this information out for themselves.</td>
<td>The teacher provided few of the information and answers to participants even though the participants could have found this information out for themselves.</td>
<td>Participants were rarely given opportunities to provide input in the learning process.</td>
</tr>
</tbody>
</table>
InTASC: 3, 5  
**teacher served as a resource rather than a purveyor of information. The teacher welcomed participants’ questions.**

have determined for themselves.

The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.

**The teacher used some technology effectively. The teacher used technology in a legal and ethical manner.**

Little or no technology was used or the technology was used in an inappropriate way.

**InTASC: 3, 9**

**The lesson included the effective use of technology.**

**ISTE NETS-T: 1, 2, 4**

The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.

The student provided a thoughtful reflection regarding the lesson.

InTASC: 9

**Reflection:**

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<tbody>
<tr>
<td><strong>The student provided a thoughtful reflection regarding the lesson.</strong></td>
<td>The student provided a detailed, thoughtful reflection to evaluate the outcomes of his/her teaching, to improve planning and practice, and develop relevant learning experiences.</td>
<td>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching and to improve his/her practice.</td>
<td>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching but strategies for improving practice were unclear.</td>
<td>The student’s reflection lacked depth of thought and/or did not provide strategies for improving practice.</td>
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<tr>
<td></td>
<td>Excellent</td>
<td>Above Average</td>
<td>Average</td>
<td>Below Average</td>
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<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Initial Post Quality</strong></td>
<td>4 pts: Initial post completely addresses the discussion questions. Strong personal and professional connections are included. Strong examples from course materials are included.</td>
<td>3 pts: Initial post mostly addresses the discussion questions. Some personal and professional connections are included. Good examples from course materials are included.</td>
<td>2 pts: Initial post only addresses part of the discussion questions. Personal and professional connections are minimally included. Minimal examples from course materials are included.</td>
<td>1 pt: Initial post does not address the discussion questions. Personal and professional connections are not included. No examples from course materials are included.</td>
</tr>
<tr>
<td><strong>Response Quality</strong></td>
<td>4 pts: Responses are thoughtful and add to a meaningful discussion.</td>
<td>3 pts: Responses are usually thoughtful and add to a meaningful discussion.</td>
<td>2 pts: Responses are minimally thoughtful, but they do not add to the discussion in a meaningful way.</td>
<td>1 pt: Responses not thoughtful and do not add to the discussion in a meaningful way.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4 pts: Information is well-organized and free of English usage errors (spelling, grammar, proper paragraphs, complete sentences...)</td>
<td>3 pts: Information is mostly well-organized and has 1-2 English usage errors.</td>
<td>2 pts: Information is unorganized and difficult to follow. There are more than 3 English usage errors.</td>
<td>1 pt: Information is unorganized and more than 5 English usage errors are present.</td>
</tr>
</tbody>
</table>