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## **EDCI 788W**

### **Methods in Secondary Social Studies Education: Analysis of Teaching and Learning**

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**A course for students in the Master's Certification Program**

[Semester]

[Time]

[Location]

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### **Course Rationale/Mission**

You may recall that the intentions of EDCI 680 were: 1) to conceptualize social studies teaching as more than a universal set of technical skills; and 2) to grapple with various messages about what makes for good social studies teaching, as communicated via academic literature and thoughtful discussion. In the rationale for that course, I noted that coverage and control, which some consider the bedrock of secondary social studies teaching, reduce the potential for purposeful and meaningful discourse among students and teachers and restrict our capacities, as professionals, to support our knowledge of teaching, learning, the subject matter with sound evidence and rich experiences. The same ideas hold true for EDCI 788W, which is a practical successor to our last course. While we generally focused on the nature of the social studies disciplines, their epistemological foundations, and consequently how to conceptualize instruction in EDCI 680, we will shift our focus in EDCI 788W to analyzing more specific instructional strategies and strengthening our understanding of the complexities of the school and social studies classroom.

As I noted previously, "it is a goal of mine to provide you with ideas that will aid you in evaluating the status quo and developing understandings of teaching, learning, and the social studies disciplines that respect your intellects, the intellects of your students, and the purposes of public education. In other words, the success of this course is contingent upon your propensity to use it as a means of preserving the integrity of your teaching, student learning, and the social studies disciplines by developing a reflective stance and learning to demonstrate your professionalism within the school institution." More than thirty years ago, educational philosopher David Hawkins talked about the teacher-student relationship as requiring something of mutual interest – an "it" that facilitates meaningful exchanges in the classroom and beyond – to generate profound learning. Without the "it," teachers and students cannot relate well to each other; without a teacher's depth of pedagogical content knowledge, students cannot explore and grasp the "it" to the best of their capacities. This relationship – "I," the teacher, "thou," the student, and "it" the objects of mutual interest – will serve as a foundation for how we look at effective and reflective social studies teaching in this course.

## **Course Description**

In this course, we will read, analyze, and evaluate a balance of research, rhetoric, and instructional strategy and consider such work (and our own resultant discussions) within the contexts of classroom instruction and curricular decision-making, student learning, and the institution of schooling. In other words, there will be a clear focus on applying our literature to teaching methods. A component of the Master's Certification Program, this course is part of a comprehensive, holistic approach to educating future teachers. Thus, our work is meant to be considered in conjunction with the work that you do in other classes and your field placement experiences. EDCI 788W is part of an ongoing and flexible discourse in which we think about our socialization as educators, and you are urged to use it as a means of carving out a meaningful place within the educational discourse community. Such a process requires us to consider our relationships with our students, the subject matter, colleagues and administrators, the community, the literature on teaching, and other influences, which we will attempt to do in this course.

In general, class sessions will consist of seminar-style conversations and activities that illustrate the potential consequences of specific approaches to teaching and classroom contexts. As students in the Master's Certification Program, you will be encouraged to integrate regularly into our class endeavors your expertise in specific disciplines, your internships, and your developing ontological and epistemological stances. One of my primary objectives is to ensure that our class discussions and activities allow you to participate wholeheartedly in developing your own understandings of theory and practice while enriching the collective through your experiences and points of view.

## **Course Expectations**

As in EDCI 680, some sessions (or portions thereof) will be conducted as seminars, during which we will discuss assigned readings in detail. As a means of enhancing these conversations and building depth in your knowledge of the literature, you will be asked to construct brief written analyses of course readings; these will be submitted to me semi-regularly. To help you, I will provide a set of framing questions for each assignment; bear in mind that you may choose to focus on those questions or take your discussion in other directions. Also, each of you will assume responsibility for leading a cluster or two of reading discussions. Again, the purposes of facilitation are to choose a path for the discussion and concentrate on your own questions, concerns, and perspectives, rather than assemble a formal presentation or summary.

Our course is designed to stimulate reflective thinking, both as a group and individually. As part of this process, I am asking you to complete two observation, description, and analysis assignments. The purpose of these assignments is to look beneath the surface of real field-placement classroom interactions – to build your capacities to see and inquire about what goes on around you from the perspective of a teacher – and render judgments about them carefully based on thorough understanding and questioning. Each assignment should be six to eight pages in length (though you may go as long as necessary) and consist of the following components:

- A rich, “thick description” of that which is being observed, be it a lesson, incident, or set of actions or behaviors;

- Key questions about or challenges associated with what you observed, through which you discuss what you don't know or need to know better in order to assess the situation; and
- An analysis and evaluation component, through which you make judgments about the activity or actions based on your own understandings and positions and discuss the potential consequences of what happened.

The observation, description, and analysis assignments are to take place around two different teaching and learning contexts. In one case, you should adapt a “macro-focus” (such as an entire class session, activity, or meeting), and in the other, a “micro-focus” (a brief but meaningful moment or exchange within a larger context, for example). The purpose of these different foci is to practice looking carefully and holistically across a series of events and looking very deeply at a unique, isolated incident. The two contexts for observation should include:

- A moment or incidence of exemplary teaching, whereby clear and productive connections are made among the teacher, the students, and the subject matter, or objects of mutual interest; and
- A moment or incidence of conflict in the classroom, where the teacher is compelled to address the conflict in order to maintain or rebuild a positive learning environment.

Additionally, you will conduct two formal interviews with people at your placement school – one individual interview with an experienced secondary social studies teacher and one small-group interview with students – to obtain first-hand accounts of their respective experiences. You should fashion your interview questions around themes that you find particularly interesting, and thus, my criteria for your conversations are general and few. For example, you may choose to organize both the teacher and student interviews around a similar theme or pursue a different route for each of them, and your focus on teaching and learning in the social studies disciplines may be prominent or scarce. In a sense, this is a sort of “oral history project,” whereby you will gather your participants’ experiences, discuss them in sociocultural and/or historical contexts, and interpret them based on your own knowledge and experiences. (For more information on oral history projects, see [historymatters.gmu.edu/mse/oral/](http://historymatters.gmu.edu/mse/oral/).) Your discussions should take approximately 30 to 45 minutes to complete, and no more than five students should take part in the group discussion. It is recommended that you tape record the conversations, with the participants’ permissions, and transcribe them afterward, indicating that the discussions will be used only for your learning in the context of a graduate course and all personal information will be held in confidence by you. Once you’ve completed your interviews, you are to submit, in any form you wish (such as a paper, audio-video presentation, webpage, or a combination thereof), the following results of your project:

- A summary of each interview and selected excerpts that you found particularly intriguing, combined with an explanation of why those excerpts were meaningful;
- A critical interpretation of the interviews, keeping in mind important elements such as sourcing, perspective or positionality, and the contexts of the interview and interviewees lives;
- A brief discussion about how the interviews (and your analyses thereof) might contribute to your knowledge and beliefs about teaching; and
- A list of the questions that you asked your interview participants.

Finally, as future classroom practitioners, you will be expected to design, together, a micro-unit of study based on one of the major social studies disciplines (American history, world history, civics and government, economics, and geography). This project may be based directly on the subject areas that you will likely teach during your internship experiences, or you may choose something different. It will serve as the semester’s culminating project, and you are encouraged to solicit input from me and mentor teachers at your field-placement school.

Your micro-unit should encompass no fewer than four and no more than eight formal lesson plans and will include all of the following components:

- A unit description that includes the broad educational purpose of the unit, its place within a greater curriculum, and the essential problems or questions it addresses;
- Expansive learning goals that the unit is designed to meet;
- Content/learning standards with which the unit is directly aligned;
- A series of lessons, each of which incorporates a statement of purpose, a timeframe, a set of student learning objectives, necessary materials, activities, in-lesson evaluation methods, and any necessary extensions of learning beyond the lesson itself; and
- Two viable unit assessments, one of which should be a performance assessment with applicable resources and rubrics, and the other of which should be a well designed “traditional” form of assessment (or test items, in other words).

## Summary of Course Expectations and Grading Scheme

What follows is a summary of course expectations, including the due dates of assignments and the weights of those assignments for grading purposes:

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>	<b>Weight</b>
Observation, description, and analysis papers	Two six- to eight-page thick descriptions and evaluations of different teaching and learning contexts, including our first class activity, exemplary teaching, and conflict	First paper: [Date] Second paper: [Date]	30%
Interview project	Two interviews (one experienced teacher, one small group of students) and analyses thereof, completed in a form of your choice, including a discussion about the most meaningful aspects of the interviews and their implications for teaching and learning	[Date]	30%
Reading and discussion analysis and class participation	A three- to five-page critical reflection on reading assignments, incorporating the authors' key contentions, your own reactions or questions, and responses to class discussions	[Dates]  (Please submit via e-mail)	20%
Micro-unit plan	A unit of four to eight lessons, designed collectively, based in American history, world history, civics and government, economics, and/or geography	[Date]	20%
			<b>100%</b>

Please observe the following grading scheme for the course:

**A: 93-100%**    **A-: 90-92%**    **B+: 87-89%**    **B: 80-86%**    **C: 70-79%**    **D: 60-69%**    **F: 0-59%**

## Required and Recommended Readings

Many of our readings will consist of photocopied articles, chapters, book excerpts, and other materials distributed in class; you are urged to obtain a three-ring binder for them. In addition to these resources, the following texts (which may be amended), available through online vendors (a collection of which can be found at [www.bestbookbuys.com](http://www.bestbookbuys.com)), are required for participation in this and subsequent courses:

- Grant, S. G. (2003). *History lessons: Teaching, learning, and testing in US high school classrooms*. Mahwah, NJ: Lawrence Erlbaum.
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies (Bulletin 89)*. Washington, DC: NCSS.
- Thornton, S. (2005). *Teaching social studies that matters: Curriculum for active learning*. New York: Teachers College Press.
- VanSledright, B. (2002). *In search of America's past: Learning to read history in elementary school*. New York: Teachers College Press.
- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.

## Other Policies and Considerations

Students who have documented disabilities and wish to discuss academic accommodations should do so during the first week of classes. For more information on the issue, contact the Office of Disability Support Services at 301.314.7682. Additionally, the university's code of academic integrity prohibits students from plagiarizing papers, submitting the same product for credit in multiple courses without authorization, soliciting work from other individuals, and submitting fraudulent documents. While this course environment is dependent upon collaborative learning, you should familiarize yourself with the code and its obligations via the Internet at [www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html).

## Course Calendar

The course calendar is subject to change upon my direction or the needs of the group. However, unless other plans are made and communicated in advance, the following represents our schedule for the fall semester.

Date	Concept	Readings	Assignments Due
[Date]	Building a conception of teaching and learning	Course syllabus	
<b>"I" – The Teacher</b>			
[Date]	I, thou, and it: A conceptualization of teaching and learning	Hawkins, D. (1974). I, thou, and it. In <i>The informed vision: Essays on learning and human nature</i> , 48–62. Flemington, NJ: Agathon Press.	

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interactions

On understanding and applying thick description: Text excerpts

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<b>Date</b>	<b>Concept</b>	<b>Readings</b>	<b>Assignments Due</b>
[Date]	What does “good teaching” look like?	Porter, A. & Brophy, J. (1988). Synthesis of research on good teaching: Insights from the work of the Institute for Research on Teaching. <i>Educational Leadership</i> , 45(8), 74–85.  Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. <i>Harvard Educational Review</i> , 57(1), 1–22.	First observation, description, and analysis paper
[Date]	Models of wisdom in social studies teaching	Wineburg, S. (2001). Chapter 7 (pp. 155–172).  Kelly, T. & VanSledright, B. (in press). A journey toward wiser practice in the teaching of American history. In E. A. Yeager & O. L. Davis (Eds.). <i>Wise Practice in the Social Studies</i> . Lanham, MD: Rowman & Littlefield.	
[Date]	Challenges on the ground: Disconnects between principle and practice	Hadden, J. E. (2000). A charter to educate or a mandate to train: Conflicts between theory and practice. <i>Harvard Educational Review</i> , 70(4), 524–537.  Cornbleth, C. (2002). What constrains meaningful social studies teaching? <i>Social Education</i> , 66(3), 186–190.  Knighton, B., Warren, C., Sharpe, R., Damasio, B., Blanchette, S., & Tuttle, T. J. (2003). No Child Left Behind: The impact on social studies classrooms. <i>Social Education</i> , 67(4), 291–295.	First reading analyses
<b>“Thou” – The Student</b>			
[Date]	The psychology of learning in the social studies	Alexander, P. A. (2006). <i>Psychology in learning and instruction</i> . Upper Saddle River, NJ: Pearson. Chapters 6–7 (pp. 121–166).	

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[Date]	The student in context	Trough, C. & Chaudhuri, K. (2000). Nile. In M. Himley & P. Carini (Eds.). <i>From another angle: Children's strengths and school standards</i> . New York: Teachers College Press.	Second observation, description, and analysis paper
		Epstein, T. & Shiller, J. (2005). Perspective matters: Social identity and the teaching and learning of national history. <i>Social Education</i> , 69(4), 201–204.	

Date	Concept	Readings	Assignments Due
[Date]	Student actions and interactions: "Managing," "facilitating," or something else?	Schimmel, D. (1997). Traditional rule-making and the subversion of citizenship education. <i>Social Education</i> , 61(2), 70–74.  Hess, D. (2004). Discussion in social studies: Is it worth the trouble? <i>Social Education</i> , 68(2), 151–155.  Wilens, W. W. (2004). Encouraging reticent students' participation in classroom discussions. <i>Social Education</i> , 68(1), 51–56.	

[Date]	How do we know what our students know?	Alexander, P. A. (2006). <i>Psychology in learning and instruction</i> . Upper Saddle River, NJ: Pearson. Chapter 14 (pp. 323–354).  Afflerbach, P. & Meuwissen, K. (in press). Teaching and learning self-assessment strategies in middle school. In S. Israel, C. Block, K. Bauserman, & K. Kinnucan-Welsch (Eds.). <i>Metacognition in Literacy Learning</i> . Mahwah, NJ: Lawrence Erlbaum.  Blythe, T., Allen, D. & Powell, B. S. (1999). <i>Looking together at student work</i> . New York: Teachers College Press. Chapter 4 (pp. 26–36).	Second reading analyses
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<b>"It" – The Substance</b>			
[Date]	Technology in teaching: Its uses and impacts on the social studies	Mason, C., Berson, M., Diem, R., Hicks, D., Lee, J., & Dralle, T. (2000). Guidelines for using technology to prepare social studies teachers. <i>Contemporary Issues in Technology and Teacher Education</i> [online serial], 1, <a href="http://www.citejournal.org/vol1/iss1/currentissues/socialstudies/article1.htm">http://www.citejournal.org/vol1/iss1/currentissues/socialstudies/article1.htm</a>  Crocco, M. S. (2001). Leveraging constructivist learning in the social studies classroom: A	

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response to Mason, Berson, Diem, Hicks, Lee, and Dralle. *Contemporary Issues in Technology and Teacher Education* [online serial], 1, <http://www.citejournal.org/vol1/iss3/currentissues/socialstudies/article2.htm>

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<b>Date</b>	<b>Concept</b>	<b>Readings</b>	<b>Assignments Due</b>
[Date]	Revisiting the domain: Teaching content we “ought to” teach the ways we “ought to” teach it?	UanSledright, B. A. (1996). Closing the gap between disciplinary and school history? Historian as high school history teacher. In J. Brophy (Ed.). <i>Advances in Research on Teaching, Vol. 6</i> . Greenwich, CT: JAI Press.	Interview project
<b><i>Revisiting “I, Thou, and It” Holistically</i></b>			
[Date]	Bringing “I, Thou, and It” together in context	UanSledright, B. A. (2002). Entire book.	
[Date]	Negotiating the transitions from student to student teacher to novice teacher	Britzman, D. P. (2003). Narratives of student teaching: The Jack August stories. In <i>Practice Makes Practice: A Critical Study of Learning to Teach</i> , 125–174. Albany, NY: SUNY Press.	Third reading analysis
December 19		<b>NO CLASS: END OF SEMESTER</b>	Micro-unit plan

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## Appendix A: Lesson Plan Formats

The following templates are provided for your use in designing the two required lesson plans for this course. Compare the merits of each in selecting one that best represents your preferences and instructional objectives, or carefully construct a sound design of your own.

### *General Instructional Format*

Name:

Date and Time:

Subject Area:

Lesson Title:

Timeframe: (Number of class periods, full or partial periods)

Curricular Guidelines Addressed: (District curricular guidelines and national, state, or local standards addressed through this lesson)

Instructional Objectives	Teaching and Learning Activities	Environment and Materials	Assessing and Monitoring Learning In-action
	<b>INTRODUCTION</b> Establish prior knowledge and abilities*  Communicate lesson purpose/relevance*  Stimulate interest in the lesson content*		
	<b>INSTRUCTION</b> Provide instructions and guidelines for the lesson*  Implement lesson activities*		
	<b>CLOSURE</b> Plan for early finishers*  Discuss or summarize class learning*  Provide enrichment or home learning tasks*		
	<b>ASSESSMENT AND EVALUATION</b> Means of assessing student learning*  Means of evaluating lesson effectiveness and teaching strategies		

\* Provide the expectations for and activities of both students and teachers

**Reflection on Teaching and Learning:** (Address strengths of and concerns about the lesson, consider the alignment of standards, instructional objectives, and lesson activities, pose personal questions or problems for further investigation or research, compare students' motivations, thinking strategies, and capacities within the lesson, and the like)

***Modified Instructional Format***

**Name:**

**Date and Time:**

**Subject Area:**

**Lesson Title:**

**Timeframe:** (Number of class periods, full or partial periods)

**Curricular Guidelines Addressed:** (District curricular guidelines and national, state, or local standards addressed through this lesson)

**Instructional Objectives of the Lesson:** (Knowledge and strategies that students will be able to demonstrate following lesson implementation)

**Key Questions or Problems:** (Specific questions or problems that students will explicitly address by participating in the lesson)

**Materials:** (Citations of all resources and media used within the lesson, including books, articles, primary source documents, audio or video media, and the like)

Actions of the Teacher		Actions of the Students
	<b>Introducing the Lesson</b>	
	<b>Lesson Activities</b>	
	<b>Concluding the Lesson</b>	

	<b>Assessing Student Learning</b>	

**Extensions of Student Learning:** (Activities for students to follow up or reflect on the lesson after its completion or outside of class)

**Reflection on Teaching and Learning:** (Address strengths of and concerns about the lesson, consider the alignment of standards, instructional objectives, and lesson activities, pose personal questions or problems for further investigation or research, compare students' motivations, thinking strategies, and capacities within the lesson, and the like)

***Differentiated Instructional Format***

**Name:**

**Date and Time:**

**Subject Area:**

**Lesson Title:**

**Timeframe:** (Number of class periods, full or partial periods)

**Curricular Guidelines Addressed:** (District curricular guidelines and national, state, or local standards addressed through this lesson)

**Summary:** (Brief description of the lesson and its place within the current curricular unit)

<b>Learners</b>	<b>Prior Knowledge, Understandings, and Skills</b>	<b>Tools and Materials Used</b>	<b>Learning Environment</b>	<b>Instructional Objectives</b>	<b>Learning Assessments</b>	<b>Extensions of Student Learning</b>
<b>Whole Class</b>						
<b>General Education/Non-IEP Students</b>						
<b>ESL Students</b>						
<b>Groups or Individuals with Specific Learning Disabilities</b>						

<b>Gifted/Talented Students</b>						
<b>Other Groups or Individuals</b>						

**Lesson Procedures/Activities:** (Delineated, in series, as an introduction, specific instructional activities, and a conclusion)

**Reflection on Teaching and Learning:** (Address strengths of and concerns about the lesson, consider the alignment of standards, instructional objectives, and lesson activities, pose personal questions or problems for further investigation or research, compare students' motivations, thinking strategies, and capacities within the lesson, and the like)

***Modified Hunter Instructional Format***

**Name:**

**Date and Time:**

**Subject Area:**

**Lesson Title:**

**Timeframe:** (Number of class periods, full or partial periods)

**Curricular Guidelines Addressed:** (District curricular guidelines and national, state, or local standards addressed through this lesson)

**Materials:** (Citations of all resources and media used within the lesson, including books, articles, primary source documents, audio or video media, and the like)

**Teacher-directed Activities**

**(I\*) Anticipatory Set:** (A prompt that motivates interest and focuses student attention before the actual lesson begins, it could be used when students enter the room or in a transition)

**(I\*) Communication of Purpose:** (Explicit description of the lesson's objectives, the reasons why they are important, and what students will be able to demonstrate as a result of the lesson)

**(LB\*) Input:** (Any direct instruction that is necessary to bridge the gaps between prior knowledge and skills and those which are required for effective participation in the lesson)

**(LB\*) Modeling:** (Demonstration, either by performing or representing graphically or textually, what the finished learning products should look like)

### **Shared Activities**

**(LB\*) Guided Practice:** (Scaffolding or provision of guidance, feedback, prompts, and questions as students progress through the lesson's steps)

**(LB\*) Check For Understanding:** (An active dialogue among student and teacher, whereby the teacher uses a variety of questioning strategies to determine the scope and sequence of the remainder of the lesson)

### **Student-directed Activities**

**(LB\*) Independent Practice:** (Following successful completion of the above, students are provided with time and resources to work on their own, individually or in groups, with limited student-teacher interaction)

\* I = Lesson Introduction, LB = Lesson Body

**Closure:** (Discuss conclusions, tie lesson activities back to the objectives, conduct on-the-spot assessment of student learning, delineate follow-up activities for learning outside of class, and the like)

**Reflection on Teaching and Learning:** (See expectations for reflection in other lesson plan formats)

## **Appendix B: Online Resources and Links to Professional Organizations**

The following is a list of online resources, including primary source documents, and professional organizations that focus on social studies education. While you are strongly encouraged to pursue membership in the National Council for the Social Studies, specialty may dictate your interest in other groups. Many organizations' websites feature links to materials, texts, and other resources.

### ***Professional Organizations and Centers***

National Council for the Social Studies: [www.ncss.org/](http://www.ncss.org/)

Organization of American Historians: [www.oah.org/](http://www.oah.org/)

National Council on Economic Education: [www.ncee.net/](http://www.ncee.net/)

National Council for Geographic Education: [www.ncge.org/](http://www.ncge.org/)

National Council for History Education: [63.70.163.70/nche/](http://63.70.163.70/nche/)

National Center for History in the Schools: [www.sscnet.ucla.edu/nchs/](http://www.sscnet.ucla.edu/nchs/)

Center for Civic Education: [www.civiced.org/](http://www.civiced.org/)

### ***Museums and Other Informal Education Organizations***

Smithsonian Center for Education and Museum Studies: [www.smithsonianeducation.org/](http://www.smithsonianeducation.org/)

Smithsonian National Museum of American History: [americanhistory.si.edu/](http://americanhistory.si.edu/)  
Smithsonian National Museum of the American Indian: [www.nmai.si.edu/](http://www.nmai.si.edu/)  
National Geographic's Education Division: [www.nationalgeographic.com/education/](http://www.nationalgeographic.com/education/)  
National Anthropological Archives: [www.nmnh.si.edu/naa/](http://www.nmnh.si.edu/naa/)  
United States Holocaust Memorial Museum: [www.ushmm.org/education/](http://www.ushmm.org/education/)  
Maryland Historical Society: [www.mdhs.org/](http://www.mdhs.org/)

### ***Documents and Other Instructional Resources***

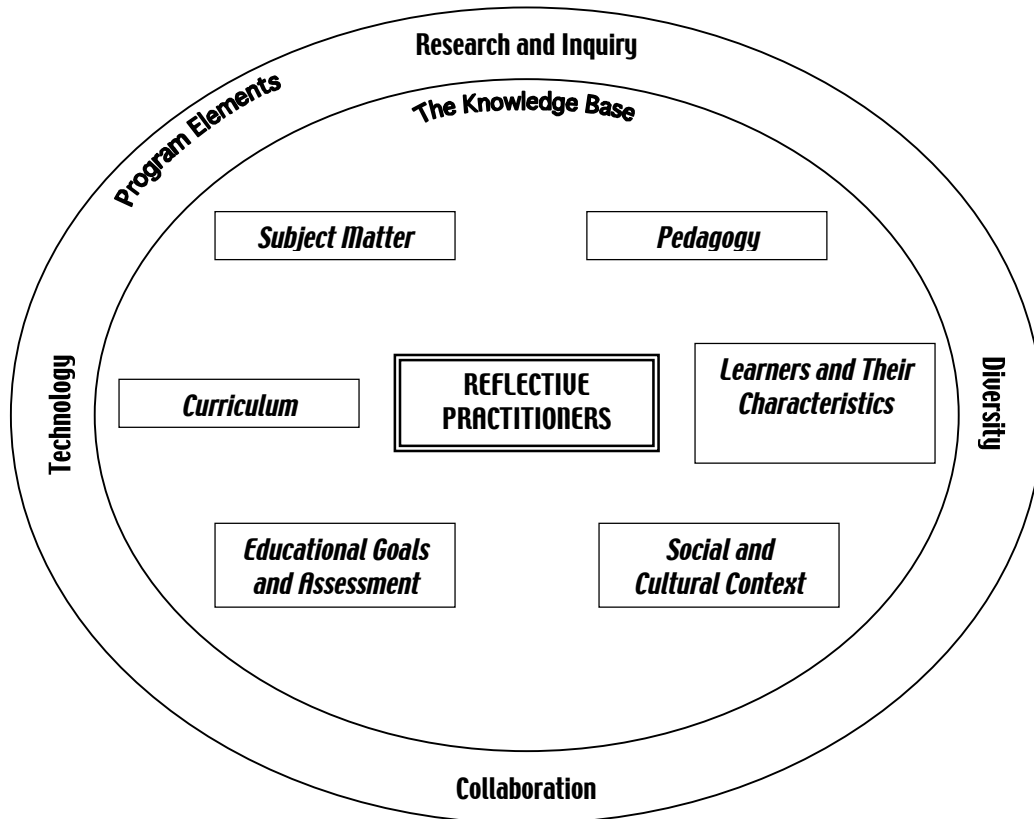
American Memory at the Library of Congress: [memory.loc.gov/](http://memory.loc.gov/)  
National Archives Digital Classroom: [www.archives.gov/digital\\_classroom/](http://www.archives.gov/digital_classroom/)  
Our Documents: [www.ourdocuments.gov/](http://www.ourdocuments.gov/)  
EdSiteMent by the National Endowment for the Humanities: [edsitement.neh.gov/](http://edsitement.neh.gov/)  
Historical New York Times Project: [www.nyt.ulib.org/](http://www.nyt.ulib.org/)  
Internet History Sourcebook Project: [www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)  
Yale University's Avalon Project: [www.yale.edu/lawweb/avalon/avalon.htm](http://www.yale.edu/lawweb/avalon/avalon.htm)  
University of Kansas' AmDocs: [www.ukans.edu/carrie/docs/amdocs\\_index.html](http://www.ukans.edu/carrie/docs/amdocs_index.html)  
University of Oklahoma's Chronology of US Historical Documents: [www.law.ou.edu/hist/](http://www.law.ou.edu/hist/)  
George Mason University's History Matters: [historymatters.gmu.edu/](http://historymatters.gmu.edu/)  
University of North Carolina's Documenting the American South: [docsouth.unc.edu/](http://docsouth.unc.edu/)  
American Colonist's Library: [personal.pitnet.net/primarysources/](http://personal.pitnet.net/primarysources/)  
New York Public Library Digital Library Collection: [digital.nypl.org/](http://digital.nypl.org/)  
Ad\*Access Periodical Advertisement Archive: [scriptorium.lib.duke.edu/adaccess/](http://scriptorium.lib.duke.edu/adaccess/)  
Declassified Documents at the National Security Archive: [www.gwu.edu/~nsarchiv/](http://www.gwu.edu/~nsarchiv/)

### ***Curriculum and Learning Standards***

National and State Standards Documents: [www.indiana.edu/~ssdc/stand.htm](http://www.indiana.edu/~ssdc/stand.htm)

## Appendix C: The Maryland NCATE Committee's Conceptual Framework

The following framework and principles serve as a key foundation of the program in which you are enrolled and can be used to assess the degrees to which you feel prepared to enter the classroom as a knowledgeable and reflective beginning teacher. They also may serve as a means to identify and select professional development experiences and collaborative networks to help you build upon your theoretical, practical, and technical knowledge throughout your career.



### The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards:

- Understanding the central concepts, tools of inquiry, and structures of the discipline(s) and creating learning experiences that make these aspects of subject matter meaningful for students.
- Understanding how children learn and develop, and providing learning opportunities that support their intellectual, social and personal development.
- Understanding how students differ in their approaches to learning and creating instructional opportunities that are adapted to diverse learners.
- Understanding and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Using knowledge of individual and group motivation and behavior to create an environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Using knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**
- **Understanding and using formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**
- **Acting as a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**
- **Fostering relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.**