CANDIDATE WORK SAMPLE 2 PART 2

PE Social Studies-Curriculum and Content

Social Studies Standards
CA-SSU-LSEE.1.1: Demonstrate depth and breadth of content knowledge. [CA-SSU-PE.B, CA-TPE-1]
CA-SSU-LSEE.1.3: Demonstrate knowledge about and ability to design, implement and evaluate instructional practice and educational assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities. [CA-SSU-PE.C, CA-TPE-1, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9]

PE SS: Demonstrate depth and breadth of knowledge and the ability to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities in Social Studies.

When writing the rationale for this PE, the candidate must be sure to answer the following questions:

How does this entry provide evidence of your depth and breadth of Social Studies concepts?
How does this entry reveal your growing competence to plan, implement and Social Studies Curriculum?

The Rationale: Write a rationale that clearly connects the selected entry with this PE. It is understood that all subject matter encompass many concepts and areas of study. No rationale can successfully represent all your knowledge about the curriculum and content you will be asked to teach. Instead, you are charged with writing a justification that makes the case that you possess sufficient content knowledge for a beginning elementary teacher.

The Entry: Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence that you have depth of content knowledge and curriculum development in social studies. Include samples of your work that reveal your progress as a beginning teacher who knows a great deal about Social Studies. Successful entries provide a reviewer with confidence that this work represents a sample of your breadth and depth of knowledge in these content areas. Additionally, the entry should be a robust sample indicating your growing ability to teach more than what this single entry demonstrates.

Technology Survey (End of Program)
PE TECH: Use technology to enhance and support active, authentic learning.
Standards: Entry Supports the Following Standards
CA-SSU-LSEE.2.9: Use technology to enhance and support active, authentic learning. [CA-SSU-PE.], CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9, CA-TPE-10, CA-TPE-11]

**The Rationale:** Based on your entry in CWS1 write a rationale that clearly connects your growth in knowledge and use of technology to enhance and support authentic teaching and learning from Phase 1 to Phase 2. Revisit your original reflection on technology and note what has changed and what is the same.

**Guiding Questions:**

1. **How has your knowledge of technology expanded during this semester?**
2. **How might technology enhance learning in specific content areas?**
3. **How has your knowledge of technology expanded form Phase 1 to Phase 2 of the program (from CWS1 to CWS2)?**
4. **What did you discover about the use of or lack of educational technology in your student teaching placement?**
5. **In your opinion why is it important to assist all learners in becoming technologically literate?**
6. **What are the challenges and questions concerning technology and education?**

NO ENTRY REQUIRED.

**SURVEY OF YOUR TECHNOLOGY KNOWLEDGE AND SKILLS**

THE SURVEY WILL SERVE AS YOUR ENTRY.

**PE: Final Program Reflection**

Reflect on depth and breadth of your growth as a knowledgeable teacher who possesses the ability to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities in the multiple subjects.

**Rationale:** Thoughtful, successful teachers spend time asking themselves important questions that shape their lives and that of their students.

Teachers who ask introspective teaching questions put their teaching on the line with the expectation to gain insights that will help them become a better a teacher. Some of the questions they ask are:

1. Did my students learn anything in this unit, course of study, or learning experience?
2. Did anything important or significant occur? What? Why?
3. In the future, what do I need to do more of in planning, teaching, assessing? Learn more about?
4. What learning theories are important to me? Were these ideas in place during the course of study?
5. And finally teachers ask: What does this reflective analysis tell me about my strengths as a teacher?
Reflection Entry: Use the above questions and the Conceptual Framework to help inform your response.

Reflect on the following two areas:

1. Review the performance expectations. How have you grown and deepened your knowledge in these areas?
2. Reflect on the Dispositions. Which dispositions best describe you. Why do you think so?
3. Which disposition of SSU-School of Education do you intend to improve and expand upon as you progress in your teaching career?