# **Endorsement in Political Science:** Undergraduate Knowledge Base

| | Outcome 1. Inquire and Reflect<br><br>Teacher candidates inquire and reflect to facilitate learning and foster development in all learners. | 1.2 Reflect - Candidates reflect on educational practice.<br><br>Assess and evaluate the possible physical, social, emotional, and intellectual effects on others and their self as a result of their choices. | Outcome 2. Learning and growth in a caring community<br><br>Teacher candidates plan, facilitate, and evaluate caring learning communities that facilitate learning and foster development in all learners. | 2.2 Facilitate learning - Candidates assist learners in their planning, setting, and achieving goals to create productive learning in a caring community with the potential for being life long learners. | 2.3 Evaluate learning - Candidates use information to select the best options to facilitate learn-ing and development. | 2.4 Create caring environments - Candidates create an environment that is safe and welcome for all who chose to participate. | Outcome 3. Knowledge, skills, and dispositions<br><br>Teacher candidates demonstrate an integration of knowledge, disciplined inquiry, skills, and dispositions in the subjects they teach. | 3.2 Skill - Candidates possess the skills of the discipline required in their subjects. | 3.3 Disposition - Candidates possess the attitudes and dispositions that promote the desire to inquire and learn about those subjects. | Outcome 4. Communication skill<br><br>Teacher candidates have the ability, skill and desire to communicate with understanding. | Outcome 5. Professionalism<br><br>Teacher candidates possess and demonstrate the values, demeanor, and reflective decision-making of a professional educator. |
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| | 1.1 Inquire - Candidates are curious and persist to seek solutions with regard to professional decisions through inquiry.<br><br>Collect, analyze, and evaluate information through systematic observation and reasoning. Information is used to enhance the learning and growth of student and candidate alike.<br><br>• Identify and improve efficacious pedagogical practices<br>• Enhance knowledge and understanding of curriculum<br>• Promote motivation and dispositions to learn<br>• Further the education profession | • Interpret behaviors, events, observations and emotions.<br>• Examine own motivations, perspectives, and possible biases.<br>• Delay judgment until reliable information is examined.<br>• Tolerate ambiguity and multiple possibilities. | 2.1 Plan - Candidates plan how to select, develop, and organize experiences to create and maintain caring communities that provide opportunities in a changing environment for students to develop with others quality relationships and intellectual ideas.<br><br>Based on current research and wisdom of practice, anticipate learners' needs, select methodology and strategies that will motivate learners to set goals, establish priorities, and engage in sequences of learning experiences to achieve those goals.<br><br>• Access and make effective use of research of best practice and wisdom of practice.<br>• Anticipate and speculate learners' current and future needs.<br>• Identify powerful landmarks in the landscape of learners' social, emotional, and intellec-tual needs.<br>• Develop scenarios to collaborate with learners to create a social and learning environ-ment which meets their physical, social, emotional, and intellectual needs.<br>• Plan proactively to manage the classroom environment to facilitate learning as described in 2.2, 2.3, and 2.4. | Use methodology and strategies, based on current research and wisdom of practice, to challenge learners to set personal and group goals, priorities, and engage in sequences of learning experiences to achieve those goals.<br><br>• Establish an intellectual, psychological, and physical environment that enable learners to act and react productively for their own and others' learning.<br>• Know what is happening in the classroom and handle most management proactively, but can intervene as necessary and redirect undesirable learner behavior in a caring and least restrictive manner while attending other matters simultaneously.<br>• Foster intrinsic motivation by using a variety of challenging activities that motivate and challenge all students to work to the utmost of their abilities.<br>• Model appropriate behaviors that are expected of learners and are consistent with be-haviors related to learning.<br>• Create psychologically safe environments that encourage positive development of learner self-efficacy, encourages creative thought and behavior, and offers appropriate non-evaluative and nonjudgmental responses.<br>• Create a responsive classroom environment where learners actively seek significant ideas with depth, breadth, and rigor from a variety of sources that are appropriate for the learners and consistent with state and national standards. | Collect unbiased information to make value statements about the quality of learners' develop-ment and the power of the principled procedures to facilitate productive learning.<br><br>• Collect data, reflect upon that data, and make reliable inferences with regards to facilitat-ing learning and changing principled procedures as deemed necessary.<br>• Use data to improve teaching and learning within a caring community.<br>• Use feedback to help learners monitor their learning and share the responsibility for learning outcomes. | Create environments attending to the needs for belonging, being an active participant, develop-ing a passion for life long learning, and a desire to participate in learning communities.<br><br>• Invite learner and community participation to promote learning.<br>• Encourage and facilitate unbiased interactions.<br>• Make everyone feel they belong.<br>• Encourage everyone's participation in a learning community.<br>• Achieve intellectual, emotional, social, and physical growth.<br>• Foster curiosity.<br>• Challenge and motivate each other to engage in productive learning. | 3.1 Knowledge Candidates are knowledgeable of the content and methods of inquire in the subjects they teach. They strive for accuracy, comprehensive understanding, and assist others in valuing knowledge.<br><br>Know and use the processes of inquiry in the subject and sufficient other content information to facilitate learning and maintain or increase their dispositional value for the subject.<br><br>• Use the central, powerful, and unifying concepts within the structures of content.<br>• Accurately represent an idea, make mutiple connections, generalize ideas, and facilitate transfer.<br>• Make knowledgeable decisions based on standards when planning, implementing and assessing curricula, and student growth.<br>• Know central concepts, assumptions, and processes and how to represent them across different developmental levels of understanding.<br>• Know and apply the tools of inquiry in different ways and how to represent them across different developmental levels of understanding.<br>• Relate knowledge to other subjects and how to represent it across different developmen-tal levels of understanding.<br>• Connect concepts and generalizations between and among subject areas and real life.<br>• Interact in a manner that reflects the dynamic characteristics of subject matter knowledge. | Identify and structure information in their subject area(s) for the purpose making sense of and creating meaning for the content.<br><br>• Learn voraciously about subject matter in many ways.<br>• Use multiple representations and explanations of concepts and generalizations to facili-tate the construction of ideas and the connection to prior knowledge.<br>• Evaluate resources and materials for comprehensiveness, accuracy and usefulness. | Display attitudes and dispositions that motivate others to participate, use and learn about the subject, and maintain or increase their dispositional value for the subject.<br>• Realize that subject knowledge is not a fixed body of facts, but complex and ever evolv-ing and how to represent this across different developmental levels of understanding.<br>• Recognize different "ways of knowing," differing viewpoints, theories, and methods of in-quiry and how to represent these across different developmental levels of understand-ing.<br>• Model attitudes that are conducive to constructing knowledge in the subject area. | Communicate - Interact with others in a way that demonstrates they value other people. Make all participants feel comfortable with the process and confident that everyone is being under-stood.<br><br>• Choose a mode and style of communication that is tactful and civil and reflective of the target group.<br>• Evaluate the effectiveness of communication.<br>• Use effectively and interpret skillfully verbal, nonverbal and media communication.<br>• Listen attentively and actively to learners, parents, and colleagues.<br>• Use effective questioning strategies to facilitate learning and development.<br>• Aware of and appreciate diversity in the use of language and other forms of communica-tion.<br>• Use technology to communicate with learners, parents and colleagues. | Professionalism - Candidates welcome everyone into the group with skillful interactions that de-velop feelings of belonging, motivate them to participate with others and with the group, achieve worthwhile productive goals, and conclude with a desire for continual meaningful participation.<br><br>• Have a passion for learning.<br>• Speak and act with integrity.<br>• Demonstrate open-mindedness of diverse points of view<br>• Speak and act with the well-being of children, schools, and the stewardship of the edu-cation profession in mind.<br>• Persist in the development as a professional educator.<br>• Speak and act in ways that demonstrate fairness and justice.<br>• Demonstrate self-control and emotional serenity inside and outside the classroom.<br>• Demonstrate loyalty to self, others, the school, the community and the profession. |
| **<u>Subject Endorsement in Political Science (BA or BS) 36 hours</u>**<br>**(The 9 hours of electives for the endorsement must include 6 hours from the approved list of Social Sciences courses below and 3 hours from the Political Science areas above selected at the studen's discretion in consultation with the academic advisor.)**<br><br>ECO: 350 Economic Development 3<br>360 Global Economics 3 430 International Economics 3<br>GEO:300 Human Geography3<br>305 Political Geography 3<br>HIS: 320 The Twentieth Century 3<br>360 Colonial & Revolutionary America 3<br>370 Early National America 3<br><br>380 American, Civil War through the Great Depression 3<br>385 America, 1941 to the Present 3<br>PSY: 316 Social Psychology 3<br>SOC: 320 Social Welfare 3<br>410 Community 3<br><br>**Other courses by advisement that meet state certification requirements. (No course with a grade below "C" will be accepted as part of the minimum requirements for the endorsement. EDU 409 Social Sciences Content Area Methods & Materials must be taken as part of the professional education requirements.)**<br><br>**<u>General Education Courses (46 hours)</u>**<br><br>**<u>Graduation requirement minimum (125 hours)</u>** | | | | | | | | | | | |
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