

Faculty Data Summary Sheet

TITTERINGTON, PL., M.A.
Adjunct Professor of Elementary Education
Undergraduate Faculty
Appointed 1998

1. Academic Degrees

M.A. University of Rhode Island 1972 Elementary Education
B.A. University of Rhode Island 1969 Political Science and Elementary Education

2. Professional Experience

1998-Present University of Rhode Island
2000-2001 Lasell College, Adjunct Professor of Education
Spring, 2000 Pine Manor College, Adjunct Professor of Education
1969-1998 North Kingstown, Rhode Island, teacher of grades 3, 5, 6

3. Faculty and Administrative Load

Fall Semester, 2001

EDC 484	Supervision of Student Teachers	11 semester credits
EDC 485	Seminar in Student Teaching	3 semester credits
EDC 460	Seminar in Student Teaching	1 semester credit
EDC 250	Pre-Service (2 sections)	2 semester credits

Spring Semester, 2002

EDC 452	Evaluation of Students (2 sections)	4 semester credits
EDC 250	Pre-service (2 sections)	2 semester credits

Fall Semester, 2002

EDC 458	Social Studies Methods (2 sections)	4 semester credits
EDC 250	Pre-service	1 semester credit
EDC 454	Supervision of 1 section	1 semester credit

Other Collegiate Assignments, 1998-2002

Member, Elementary Team
Interviewed candidates for School of Education

Student teachers supervised: 9 in Fall, '98; 9 in Fall, '99; 7 in Fall, '00; 9 in Fall, '01

4. Current Professional and Academic Association Memberships (asterisk beside meetings attended)

National Council Teachers of Math, member

* Rhode Island Math Teachers Association, member

National Council of the Social Studies, member

* Rhode Island Geography Education Alliance, member

National Education Association, member

National Education Association - Rhode Island, member

5. Current Professional Assignments and Activities (non-teaching)

6. Publication

7. Papers Presented

8. Research

Course Syllabus for Precondition #8.2

Course Title:	Social Studies Methods in Elementary Teaching
Course Number:	EDC 458
Credit Hours:	2 semester hours
Instructor:	Penelope L. Titterington

Catalogue Description:

Principles and practices of developing knowledge and skills in social studies with elementary school children.

Topics to be Covered:

- Understand the complex nature of elementary social studies—how and why it was conceived and the purposes it serves.
- Effectively plan and teach social studies:
 - a.) Considering issues of diversity, students' experiences and development to plan and modify lessons appropriate for the curriculum content needing to be addressed.
 - b.) Developing lessons that reflect an accurate understanding of the content in all its complexity, that requires inquiry and research, that provides opportunities for student to examine multiple perspectives (including their own), the use of technology as a tool for teaching and learning, the balanced use of cooperative learning and individual assignments, and the use of multiple representations to develop conceptual understanding and the active involvement of all students.
 - c.) Using appropriate and varied assessment techniques for formative and summative assessment purposes; to inform you of each student's progress and helping you understand how you may need to modify your instruction.
 - d.) Reference to appropriate standards in the content areas, the Common Core of Learning (Rhode Island), the New Standards Performance Standards (used in Rhode Island-Language arts/writing/reading, math, health, applied learning), and the Rhode Island Beginning Teacher Standards.
- Connect Social Studies theory/research to teaching practices.
- Acquire the skills to develop and implement an integrated unit including:
 - a.) Demonstration of your content knowledge in the integrated unit content areas (math, science, social studies, language arts, art, music, and physical education).
 - b.) Design a series of connected lessons in a unit of study that will last for a minimum of 15 days (a minimum of one lesson per day addressing

the unit.) These lessons must all develop the social studies content of the unit.

- c.) Demonstration of your understanding of child development and Diversity in the construction of the unit lessons and assessments.
- d.) Consultation with your methods instructors, cooperating teacher and Specialist in content areas and those who provide assistance to students who have Individualized Education Plans in order to construct an appropriate unit of instruction.
- e.) Use of technology as a tool for teaching and learning.
- f.) Use of inquiry to develop critical thinking and problem solving.

Alignment with Standards:

This course addresses competencies in each of the following Standards:

- Rhode Island Beginning Teacher Standards (1, 2, 3, 4, 5, 7, 8, 9, 10)
- NCSS Standards