

Evaluation for Pre-Service Secondary Social Studies Teachers (2017 NCSS Standards)

3/9/18

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to “emerging,” beginning understanding and attempts to apply; then “ready to teach,” application at the level of readiness to be “the teacher”; and then, “exceeds readiness,” demonstrating the understanding and behaviors of a teacher who has been teaching for the better part of a year.

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1 - 4 = Limited: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = Emerging: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = Ready to Teach: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = Exceeds Readiness: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

NO: No Opportunity to Demonstrate

3/9/18

CONTENT KNOWLEDGE

1—Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools’ structures of inquiry; and forms of representation.					
<i>Standard 1 requires the candidate to be knowledgeable about social studies content and to be able to place this knowledge within the context of the various forms of disciplinary inquiry inherent in the social studies disciplines.</i>	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<u>Element 1a:</u> Candidates are knowledgeable about concepts, facts, and tools in civics, geography, history, and the social/behavior sciences.		<i>Basic Level of Knowledge of concepts, facts, & tools</i>	<i>Adequate Level of Knowledge of concepts, facts, & tools</i>	<i>Exceptional Level of Knowledge of concepts, facts, & tools</i>	
<u>Element 1b:</u> Candidates are knowledgeable about disciplinary inquiry in civics, geography, history, and the social/behavior sciences.		<i>Basic Level</i>	<i>Adequate Level</i>	<i>Exceptional Level</i>	
<u>Element 1c:</u> Candidates are knowledgeable about disciplinary forms of representation in civics, geography, history, and the social/behavior sciences.		<i>Basic Level</i>	<i>Adequate Level</i>	<i>Exceptional Level</i>	

InTASC Standard 4

APPLICATION of CONTENT THROUGH PLANNING

2—Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Standard 2 focuses on the abilities of the candidate to plan ambitious learning sequences that draw upon social studies knowledge and literacies to support the civic competence of all learners.	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<p><u>Element 2a:</u> Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards and theory and research.</p>		Plans learning sequences.	Plans learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards & theory & research.	Plans learning sequences that demonstrate an explicit and specific alignment.	
<p><u>Element 2b:</u> Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.</p>		Plans learning sequences that use disciplinary concepts, facts, & tools.	Plans learning sequences that engage learning with disciplinary concepts, facts, & tools from the SS disciplines that enable students to understand the world around them.	Plans learning sequences that engage learners with disciplinary concepts, facts, & tools from the SS disciplines that enable students to foster everyday literacies, disciplinary literacies, & inquiry literacies.	
<p><u>Element 2c:</u> Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.</p>		Plans learning sequences that use inquiry.	Plans learning sequences that engage learners in the discipline-specific ways of knowing that characterize SS subject matter that enable students to understand the world around them.	Plans learning sequences that engage learners in the discipline-specific ways of knowing that characterize SS subject matter that enable students to investigate issues in the world around them.	
<p><u>Element 2d:</u> Candidates plan learning sequences where learners create disciplinary forms of representation that conveys social studies knowledge and civic competence.</p>		Plans learning sequences that include forms of representation.	Plans learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry.	Plans learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in political engage, and a disposition toward a more inclusive, just, & equitable society.	

Element 2e: Candidates plan learning sequences that use technology to foster civic competence.		Plans learning sequences that do not use technology.	Plans learning sequences that use technology to investigate questions.	Plans learning sequences that use technology to investigate questions. Related to diverse, problematic, & controversial issues that lead to a more inclusive, just, & equitable society.	
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InTASC Standard 5 & 7 & 8

*C3 Framework: *College, Career, and Civic Life Framework for Social Studies State Standards*

DESIGN and IMPLEMENTATION of INSTRUCTION and ASSESSMENT

3—Candidates design and implement instruction and authentic assessments, informed by data, literacy and learner self-assessment, that promote civic competence.					
<i>Standard 3 combines social studies literacies with assessment and data literacies. The candidate makes data-driven decisions, analyzes student-learning needs, makes evidence-based instructional adjustments, and informs practice by using multiple data sources including performance data.</i>	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Element 3a: Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.		Designs assessments that measure learning.	Designs a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of representation. AND Aligns assessment with state-required content standards.	Designs a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of representation. AND Aligns assessment with state-required content standards.	
Element 3b: Candidates design and implement experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.		Designs learning experiences.	Designs coherent & relevant learning experiences that engage learners in disciplinary knowledge, inquiry, & forms of representation. AND Aligns learning experiences with state-required content standards.	Designs coherent & relevant learning experiences that foster political knowledge, a self-interested investment in political engagement, & a disposition toward a more inclusive, just, & equitable society. AND Aligns learning experiences with state-required content standards.	

<p><u>Element 3c:</u> Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>		<p>Implements instructional practices & assessments.</p>	<p>Implements a variety of instructional practices & authentic assessments that draw upon general concepts from theory & research.</p>	<p>Uses principles from theory & research to justify implementation of a variety of instructional practices & authentic assessments featuring disciplinary knowledge, inquiry, * forms of representation for competence in civic life.</p>	
<p><u>Element 3d:</u> Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on students learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>		<p>Collects student assessment data.</p>	<p>Collects, analyzes, & interprets types of data including student-learning outcomes to help determine instructional decision-making.</p>	<p>Collects, analyzes, & interprets types of data including student-learning outcomes to transform data into actionable curriculum, knowledge of students, &/or instructional practices related to disciplinary knowledge inquiry, & forms of representation for competence in civic life.</p>	
<p><u>Element 3e:</u> Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>		<p>Utilizes assessment practices in the classroom.</p>	<p>Engages learners in self-assessment practices that monitor & evaluate the quality of their thinking & behavior when learning.</p>	<p>Engages learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers & others, & conducting self-evaluations related to disciplinary knowledge inquiry, & forms of representation for competence in civic life.</p>	

InTASC Standards 6 & 8

4—Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

<p>Standard 4 focuses on the need for the candidate to plan and implement instruction and assessment that facilitate collaborative, interdisciplinary learning environments formulated to guide students in the learning of disciplinary facts, concepts and tools, participate in disciplined inquiry, and create related forms of representation. Standard 4 embodies a learner-centered approach to instruction and pedagogy.</p>	<p>1 – 4 Limited</p>	<p>5 – 8 Emerging</p>	<p>9 – 12 Ready to Teach</p>	<p>13 – 16 Exceeds Readiness</p>	<p>NO No Opportunity To Demonstrate</p>
<p><u>Element 4a:</u> Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p>		<p>Plans & implements pedagogy that acknowledges learners’ socio-cultural assets, learning demands, & individual identities.</p>	<p>Uses knowledge of learners’ socio-cultural assets, learning demands, & individual identities to plan & implement pedagogy that is relevant to learners’ personal, family, & community experiences. AND Uses knowledge of learners’ socio-cultural assets, learning demands, & individual identities to plan & implement pedagogy that is relevant to learners’ cognitive & emotional demands.</p>	<p>Uses knowledge of learners’ socio-cultural assets, learning demands, & individual identities to plan & implement pedagogy that is relevant to learners’ personal, family, & community experiences that demonstrate rigorous expectations for all learners & the necessary scaffolding that ensures their success. AND Uses knowledge of learners’ socio-cultural assets, learning demands, & individual identities to plan & implement pedagogy that is relevant to learners’ cognitive & emotional demands that demonstrate rigorous expectations for all learners & the necessary scaffolding that ensures their success.</p>	

Element 4b: Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.		Directs learning environments that support teacher-dependent learning.	Facilitates collaborative learning environments that feature knowledge, practices, & forms of representation across social studies disciplines to explore civic life.	Facilitates collaborative learning environments that foster a community of learners who engage with knowledge, practices, & forms of representation across social studies disciplines to become informed advocates for an inclusive & equitable society.	
Element 4c: Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive equitable society.		Acknowledges social, political, & economic issues with learners.	Facilitates learners' engagement in ethical reasoning to deliberate social, political, & economic issues & communicates conclusions that identify potential opportunities for informed action.	Facilitates learners' engagement in ethical reasoning to deliberate social, political, & economic issues & communicates conclusions & takes informed action that challenges the effects of injustice in schools, community, or society.	

InTASC Standards 1, 2, & 3

PROFESSIONAL RESPONSIBILITY and INFORMED ACTION

5—Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 5 requires the candidate to utilize their social studies knowledge, inquiry skills, and civic dispositions so as to advance social justice and promote human rights through informed action in schools and/or communities. The candidate must explore, interrogate, and reflect upon his/her own cultural frames and upon the varied contexts that influence access to learning for all students.					
Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.		Reflects on SS knowledge, inquiry skills, & civic dispositions.	Uses theory & research to improve SS knowledge, inquiry skills, & civic dispositions to modify teaching practices to meet the needs of learners.	Makes explicit connections to principles of theory & research to improve continually SS knowledge, inquiry skills, & civic dispositions to adapt systematically teaching practice to attend to the needs of each learner.	

<p><u>Element 5b:</u> Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.</p>		<p>Recognizes he/she has cultural frames.</p>	<p>Explores & reflection upon his/her own cultural frames to attend to issues of equity, diversity, access, power, human rights, &/or social justice.</p>	<p>Explores, interrogates, & reflects upon his/her own cultural frames to attend to issues of equity, diversity, access, power, human rights, & social justice within his/her schools &/or communities.</p>	
<p><u>Element 5c:</u> Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.</p>		<p>Is aware of issues that affect schools, communities, learners, teaching & the field of SS.</p>	<p>Knowledgeable of issues of injustices & takes informed action that models civic leadership in schools &/or communities.</p>	<p>Knowledgeable of issues of injustices & takes informed action that models civic leadership in schools &/or communities that challenges the effects of injustices on learners, the teaching profession, &/or the field of SS.</p>	

Standard 9 & 10

Student Teaching Narrative Feedback: See the separate directions, with examples.

Methods Practicum, EDUC 366: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement