OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Candidate’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***History/Social Studies 6-12***

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Norfolk, VA 23529

**History/Social Studies 6-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box that best represents the teacher candidate’s routine performance on the items below based on the criteria provided.

**EXCEEDS EXPECTATIONS (EE)** You have observed behavior consistent with this standard regularly.

**MEETS STANDARD (MS)** You have observed behavior consistent with this standard at least once.

**NEEDS IMPROVEMENT (NI)** You have observed behavior that indicates that this standard was partially met or met inconsistently.

**UNACCEPTABLE (U)** You have observed behavior that indicates that this standard was not met.

**Not Observed (NO)** The context of the student teaching experience was not appropriate for providing evidence for this standard.

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| 1. **Professionalism**

**Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.** |
| **EE****EE** | **MS** | **NI** | **U** | **NO** | **Element** |
|  |  |  |  |  | Candidate 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.  |
|  |  |  |  |  | Candidate explores, interrogates, and reflects upon their own cultural frames to attend to issues of equity, diversity, access, power and social justice within schools and/or communities.  |
|  |  |  |  |  | Candidate helps students takes informed action in schools and/or communities and serves as advocates for learners, the teaching profession, and social studies.  |
|  **2. Social Studies Learning and Motivation****Candidates 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.** |
| **EE** | **MS** | **NI** | **U** | **NO** | **Element** |
|  |  |  |  |  | Candidate identifies learners’ socio-cultural assets and learning demands to plan and implement relevant and responsive pedagogy that increase students’ opportunities to learn social studies.  |
|  |  |  |  |  | Candidate uses knowledge of theory and research to plan and implement instruction and assessment that is relevant and responsive to learners’ socio-cultural assets, learning demands, and individual identities. |
|  |  |  |  |  | Candidate engages learners in ethical reasoning to deliberate social, political and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society. |
|  |  |  |  |  | Candidate selects, creates, and engages learners with a variety of social studies instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning.  |
|  |  |  |  |  | Candidate facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts and tools, engage in disciplinary inquiry and creates disciplinary forms of representation.  |
|  **3. Planning Instruction****Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.**  |
| **EE** | **MS** | **NI** | **U** | **NO** | **Element** |
|  |  |  |  |  | Candidate plans learning sequences that demonstrate alignment with NCSS thematic standards and state-required content standards. |
|  |  |  |  |  | Candidate plans learning sequences that engage learners with disciplinary concepts, facts and tools from social studies disciplines to facilitate learning for civic life. |
|  |  |  |  |  | Candidate engages learners in ethical reasoning to deliberate social, political and economic issues, communicates conclusions, and to take informed action toward achieving a more inclusive and equitable society. |
|  |  |  |  |  | Candidate facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry and create disciplinary forms of representation.  |
|  **4. Instruction Aligned with NCSS 10 Themes** **Candidates possesses the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level, addressing the NCSS Standards (1-10)** |
| **EE** | **MS** | **NI** | **U** | **NO** | **Element** |
|  |  |  |  |  | **NCSS Standard 1: Culture and Cultural Diversity:** Candidate assists learners to understand and apply the concept of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns; to construct reasoned judgments about specific cultural responses to persistent human beings; and to explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems. |
|  |  |  |  |  | **NCSS Standard 2: Time, Continuity, and Change**: Candidate assists learners to understand that historical knowledge and the concept of time are socially influenced constructions; to apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze and show connections among patterns of historical change and continuity; to use the process of historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments of historical significance and those that are inconsequential; and to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures. |
|  |  |  |  |  | **NCSS Standard 3: People, Places and Environment:** Candidate enable learners to use, interpret, and distinguish various representations of Earth such as maps, globes, and photographs and to use appropriate geographic tools; to describe how people create places that reflect culture, human needs, current values and ideals and government policies; to examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative. |
|  |  |  |  |  | **NCSS Standard 4: Individual Development and Identity:** Candidate assists learners in articulating personal connections to time, place and social/cultural systems; applying concepts, inquiry, methods and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality; analyzing the interactions among ethical, ethnic, national, and cultural factors in specific situations; and understanding how individual perceptions develop, vary, and can lead to conflict. |
|  |  |  |  |  | **NCSS Standard 5: Individuals, Groups and Institutions:** Candidate helps learners understand the various forms institutions take, their functions, their relationships to one another and how they develop and change over time; guides learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and assist learners to explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems. |
|  |  |  |  |  | **NCSS Standard 6: Power, Authority, and Governance:** Candidate enables learners to examine the rights and responsibilities of individual in relation to their families, their social groups, their community, and their nation; to examine issues involving the rights, roles and statues of individuals in relation to the general welfare; and to apply concepts such as power, role, status, justice, democratic values and influence to the examination of persistent issues and social problems. |
|  |  |  |  |  | **NCSS Standard 7: Production, Distribution and Consumption:** Candidate assists learners to compare their basic economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments and capital; to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; and to distinguish between domestic and global economic systems, and explain how the two interact. |
|  |  |  |  |  | **NCSS Standard 8: Science, Technology and Society:** Candidate enables learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings; to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place and human-environment interactions; and to analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors. |
|  |  |  |  |  | **NCSS Standard 9: Global Connections:** Candidate enables learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstandings; to illustrate how individual behaviors and decisions connect with global systems; analyze causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues; and to analyze and formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights. |
|  |  |  |  |  | **NCSS Standard 10: Civic Ideals and Practices:** Candidate assists learners in understanding the origins and continuing influence of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality and the rule of law; locating, accessing, analyzing, organizing, synthesizing, evaluating and applying information about selected public issues – identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues; and participating in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.  |
|  **5. Assessment****Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.**  |
| **EE** | **MS** | **NI** | **U** | **NO** | **Element** |
|  |  |  |  |  | Candidate designs a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for competence in civic life and demonstrate alignment with state-required content standards. |
|  |  |  |  |  | Candidate uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life. |
|  |  |  |  |  | Candidate exhibits data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry and forms of representation for competence in civic life. |
|  |  |  |  |  | Candidate engages learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.  |