

**Department of History and Social Studies Education**  
**Social Studies, 7-12, 5-6 extension B.S.**  
**Assessment Plan**

Teacher Candidate Learning Objective (CLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.	SSE 200 SSE 309 SSE 303 SSE 370 SSE 407 SSE 409 SSE 410	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Candidates demonstrate mastery through their performance in student teaching (SSE 409, 410, and SSE 488) Rubric is attached.	Teacher Candidate Student Teaching Rubric Assessed Annually
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners	SSE 200 SSE 309 SSE 303 SSE 370 SSE 407 SSE 409 SSE 410	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Candidates demonstrate mastery through their performance in student teaching (SSE 409, 410, and SSE 488) Rubric is attached.	Teacher Candidate Student Teaching Rubric Assessed Annually

Teacher Candidate Learning Objective (CLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
in critical thinking, creativity and collaborative problem solving related to authentic issues				
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategies to encourage learners to develop deep understanding of content.	SSE 200 SSE 309 SSE 303 SSE 370 SSE 407 SSE 409 SSE 410	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Candidates demonstrate mastery through their performance in student teaching (SSE 409, 410, and SSE 488) Rubric is attached.	Teacher Candidate Student Teaching Rubric Assessed Annually
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to	SSE 200 SSE 309 SSE 303 SSE 370 SSE 407 SSE 409 SSE 410	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience	Candidates demonstrate mastery through their performance in student teaching (SSE 409, 410, and SSE 488) Rubric is attached.	Teacher Candidate Student Teaching Rubric Assessed Annually

Teacher Candidate Learning Objective (CLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession		rubrics		

**Department of History and Social Studies Education  
Social Studies, 7-12, 5-6 Extension B.S.  
Curriculum Map**

Teacher Candidate Learning Objective (CLO)	SSE 200	SSE 309	SSE 370	SSE 407	SSE 303	SSE 409	SSE 410	SSE 488	Assessment
1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning	I	R	R	R	R	M	M	M	Teacher Candidate Student Teaching Rubric

Teacher Candidate Learning Objective (CLO)	SSE 200	SSE 309	SSE 370	SSE 407	SSE 303	SSE 409	SSE 410	SSE 488	Assessment
environments that enable each learner to meet high standards.									
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues	I	R	R	R	R	M	M	M	Teacher Candidate Student Teaching Rubric
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan	I	R	R	R	R	M	M	M	Teacher Candidate Student Teaching Rubric

Teacher Candidate Learning Objective (CLO)	SSE 200	SSE 309	SSE 370	SSE 407	SSE 303	SSE 409	SSE 410	SSE 488	Assessment
instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategies to encourage learners to develop deep understanding of content.									
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession	I	R	R	R	R	M	M	M	Teacher Candidate Student Teaching Rubric

*I = Introduced; R = Reinforced; M = Mastered*

**Department of History and Social Studies Education**

**Teacher Candidate Student Teaching Summary Evaluation Form Based on the  
INTASC Principles**

**During student teaching, college supervisors observe the teacher candidates and assess them using the Student Teaching Summary Evaluation Form which is based on the 10 INTASC principles on a 3-point rubric. The college supervisor assesses the candidate’s content knowledge, pedagogy, and disposition to enact the INTASC standards with 7-12 students.**

**TEACHER CANDIDATE STUDENT TEACHING PERFORMANCE EVALUATION  
FORM**

Based on the  
Interstate New Teacher Assessment and Support Consortium (INTASC)

<b>Element Addressed</b>	<b>Related INTASC Standard</b>	<b>Disposition</b>	<b>Possible Levels</b>
Content	Standard 1	<i>The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.</i>	Unacceptable Acceptable Target N/A
	Standard 1	The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children’s learning of the discipline.	Unacceptable Acceptable Target N/A
Assessment	Standard 8	<i>The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.</i>	Unacceptable Acceptable Target N/A
	Standard 8	The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.	Unacceptable Acceptable Target N/A
Learner	Standard 10	<i>The candidate values and appreciates the importance of all aspects of a child’s experience.</i>	Unacceptable Acceptable Target N/A

	Standard 10	The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.	Unacceptable Acceptable Target N/A
Pedagogy	Standard 4	<i>The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.</i>	Unacceptable Acceptable Target N/A
	Standard 4	The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.	Unacceptable Acceptable Target N/A
Technology	Standard 4	<i>The candidate values the use of educational technology in the teaching and learning process.</i>	Unacceptable Acceptable Target N/A
	Standard 6	The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.	Unacceptable Acceptable Target N/A
Reflection	Standard 6	<i>The candidate is a thoughtful and responsive listener.</i>	Unacceptable Acceptable Target N/A
	Standard 7	The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.	Unacceptable Acceptable Target N/A
Diversity	Standard 3	<i>The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".</i>	Unacceptable Acceptable Target N/A
	Standard 3	The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.	Unacceptable Acceptable Target N/A
Dispositions	Standard 9	<i>The candidate is committed to reflection, assessment and learning as an ongoing process.</i>	Unacceptable Acceptable Target N/A
	Standard 9	The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional	Unacceptable Acceptable Target N/A

Fairness	Standard 5	<i>The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in</i>	Unacceptable Acceptable Target N/A
	Standard 5	The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.	Unacceptable Acceptable Target N/A
Belief all children can learn	Standard 2	<i>The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.</i>	Unacceptable Acceptable Target N/A
	Standard 2	The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.	Unacceptable Acceptable Target N/A