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	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

Candidate Learning Objective (CLO) 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. 4. The Professional Professional Candidate Resulting in Outcomes/ Goals Written tests, assignments, projects (individual and group), papers, field experience rubrics Written tests, assignments, professional SSE 409 Written tests, demonstrate mastery through their mastery through their mattached. Teacher candidate Student Teaching Rubric Student Teaching Rubric Student Teaching student teaching (SSE 409, 410, and SSE 488) Rubric is mastery through their mattached. Teacher Candidate Achievement of Goals/Objectives	Teacher	Department Courses	Activities	Measures,	Timetable
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learning, use	learning, use		field	Rubric is	
evidence to experience attached.					

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

## 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

Tasahan	CCE	A							
Teacher	SSE	Assessment							
Candidate	200	309	370	407	303	409	410	488	
Learning									
Objective									
(CLO)									
environments									
that enable									
each learner									
to meet high									
standards.									
2. The	Ι	R	R	R	R	M	M	M	Teacher
Content	-						1,1	2.2	Candidate
Candidates									Student
will									Teaching
demonstrate									Rubric
									Kublic
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									
3. The	I	R	R	R	R	M	M	M	Teacher
Teacher and	1	IX.	IX.	1	IX.	141	141	171	Candidate
									Student
Teaching									
Candidates									Teaching
will use									Rubric
multiple									
methods of									
assessment,									
plan									

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Teacher	SSE	Assessment							
Candidate	200	309	370	407	303	409	410	488	
Learning									
Objective									
(CLO)									
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	Ι	R	R	R	R	M	M	M	Teacher
Profession	1	IX.	IX.	IX.	K	1V1	171	171	Candidate
and									Student
Professional									Teaching
									Rubric
Dispositions Candidates									Rublic
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									
L Drotession	1	1	1		l	l	l	1	1

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)

Element Addressed	Related INTASC Standard	Disposition	Possible Levels
Content	Standard 1	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.	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	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.	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	The candidate values and appreciates the importance of all aspects of a child's experience.	Unacceptable Acceptable Target N/A

Pedagogy	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.  The candidate values the development of students' critical thinking, independent problem solving, and	Unacceptable Acceptable Target N/A Unacceptable Acceptable Target
	Standard 4	performance capabilities.  The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to	N/A Unacceptable Acceptable Target N/A
Technology	Standard 4	The candidate values the use of educational technology in the teaching and learning process.	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	The candidate is a thoughtful and responsive listener.	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	students' varied talents and perspectives,	Unacceptable Acceptable Target N/A
	Standard 3	family backgrounds and various skills,	Unacceptable Acceptable Target N/A
Dispositions	Standard 9	The candidate is committed to reflection, assessment and learning as an ongoing process.	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	The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in	Unacceptable Acceptable Target N/A
	5	The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.	Acceptable Target N/A
Belief all children can learn	Standard 2	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 selfconfidence and competence.	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