Part 1: Secondary Assessment (NCSS SPA Standards)

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE (IPFW)
College of Education and Public Policy
Educational Studies Department

Secondary SOCIAL STUDIES Student Teaching FINAL Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the National Council for the Social Studies (NCSS) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at IPFW. In other words, these dispositions align with our Conceptual Framework. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

The results of this evaluation will be collected by IPFW and forwarded to the e-mails listed below:

Evaluation Information:

Date of Evaluation mm/dd/yyyy	
Teacher Candidate (Student) Name	
Teacher Candidate (Student) email	
School	
Grade Level	
University Supervisor Name	
University Supervisor email	
Cooperating Teacher Name	
Cooperating Teacher email	

The person completing this form is:

○ Cooperating Teacher

○ University Supervisor

Number of students:

[   ]

College of Education and Public Policy

Social Studies Performance Evaluation

3.1 Design authentic assessments

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate designs authentic assessments to measure: 1) disciplinary knowledge, 2) inquiry, 3) forms of representations, 4) civic competence, and 5) state standards.	Candidate designs authentic assessments that provided meaningful information on students' content knowledge, as aligned with state specified content, and either inquiry or forms of representation.	Candidate designs authentic assessments that provided meaningful information on students' content knowledge, as aligned with state specified content.	Candidate uses predesigned assessments, that may or may not be authentic, without modifying or verifying alignment with state specified content.
○	○	○	○

3.2 Design coherent and relevant learning experiences that engage learners

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate designs relevant learning experiences that integrate 1) disciplinary knowledge, 2) inquiry, 3) forms of representations, 4) civic competence, and 5) state standards.	Candidate designs learning experiences that lead to knowledge construction for state specified content. Incorporates either inquiry or forms of representation in learning experiences.	Candidate designs learning experiences that lead to knowledge construction as aligned with state specified content.	Candidate primarily uses materials created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for state specified content.
○	○	○	○

3.3 Use theory and research to implement instructional practices and authentic assessment

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate consistently justifies assessment and instructional practices in theories and research (and cites appropriately).	Candidate frequently connects theories and research (citing appropriately) to support assessment and instructional practices.	Candidate provides an inaccurate justification for approach to assessment and instructional practices.	Candidate does not applies theory or research to assessment or instructional strategies selected for use.
◯	◯	◯	◯

3.4 Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate documents and interprets multiple data sources, beyond summative measures of learning, to reflect on student learning and then justify effective instructional decisions. Data are used to support individual learners.	Candidate uses multiple data sources, including summative measures of learning, to reflect on student learning. Those data are used to justify instructional decisions. Data are used to support individual learners.	Candidate uses at least one formative measure or authentic assessment of learning to make data-drive instructional decisions regarding content knowledge. Data are used to support social studies learning for a small group of the learners.	Candidate focuses exclusively on summative measures of content knowledge, inquiry, or forms of representation. Data are used to support social studies learning for the group.
◯	◯	◯	◯

3.5 Engage learners in self-assessment practices

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate cultivates students' use of metacognitive strategies for self-reflection.	Candidate involves students in reflecting on their disciplinary knowledge construction and the authenticity of their work (process and products).	Candidate inconsistently involves students in self-assessment process.	Candidate refrains from practicing any self-assessment processes, keeping the students dependent on the candidate as evaluator.
◯	◯	◯	◯

4.1 Identify socio-cultural assets and learning demands to plan responsive pedagogy

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate identifies specific linguistic, socio-cultural assets, and learning demands for both group and individual learners that may affect social studies learning. Justifies how these assets were used to plan and implement responsive pedagogy that increase students' opportunities to learn Social Studies.	Candidate explains school and classroom characteristics that may affect Social Studies learning. Displayed general knowledge of student characteristics that may affect SS learning. Provided logical connections between these contextual characteristics and Social Studies pedagogy.	Candidate discusses minimal or irrelevant knowledge of community, school, classroom, or student characteristics. Implications for using these contextual characteristics to inform Social Studies pedagogy were poorly linked or inappropriate.	Candidate includes biased or stereotypical knowledge of community, school, classroom, or student characteristics. Implications for using these contextual characteristics to inform SS pedagogy were missing, poorly linked, or inappropriate.
O	O	O	O

4.2 Use knowledge of theory and research to plan relevant and responsive instruction and assessment

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidate operates in a working knowledge of theory and research (citing appropriately) to plan and implement instruction and assessment that is relevant and responsive to learners' socio-cultural assets, learning demands, and individual identities.	Candidate connects their working knowledge of theories and research (citing appropriately) to support assessment and instructional practices that are relevant and responsive to some learners' characteristics.	Candidate utilizes an inaccurate working knowledge of theories and research when responding to learners' characteristics.	Candidate does not apply a working knowledge of theory or research to learners' characteristics and thus plans instruction and assessment that are irrelevant or non-responsive.
O	O	O	O

4.3 Engage learners in ethical reasoning, communicating conclusions, and taking informed actions

ACCEPTABLE

TARGET

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 engages learners in lively discussions that support critical thinking and reasoning about social, political, and economic issues. They support learners as they develop conclusions based on evidence and consider actions that could address an unjust society.
○

DEVELOPING

Candidate engages learners in discussions but fails to support the use of evidence or reasoning as they develop conclusions or consider actions that could address an unjust society.
○

NOT THERE YET

Candidate limits discussion on controversial topics, supporting the status quo of contemporary society.
○

4.4 Select, create, and engage learners with a variety of social studies instructional strategies

TARGET

Candidate selects, creates, and engages learners with a variety of project-based instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning.
○

ACCEPTABLE

Candidate selects 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.
○

DEVELOPING

Candidate encourages learners to engage in a variety of instructional strategies and technology that do not always support current theory and research about student learning.
○

NOT THERE YET

Candidate primarily engages learners in direct instruction or selects predesigned materials that demonstrate inconsistencies with current theory and research about student learning.
○

4.5 Facilitate collaborative, interdisciplinary learning environments

TARGET

ACCEPTABLE

DEVELOPING

NOT THERE YET

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.
○

Candidate facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, and engage in either disciplinary inquiry or the creation of disciplinary forms of representation.
○

Candidate creates a learning environment that supports cooperative learning experiences that focus on shared construction of disciplinary facts, concepts, and tools.
○

Candidate plans a learning environment that focuses on independent learning of disciplinary facts, concepts, and tools.
○

5.2 Reflect on their cultural frames in response to dialogue and discourse with students and colleagues

TARGET

ACCEPTABLE

DEVELOPING

NOT THERE YET

Candidate reflects on how her/his own cultural frames impact dialogue and discourse with students and colleagues. Use the results of the reflection to make changes in practices to address issues such as equity, diversity, access, power, and/or social justice.
○

Candidate reflects on how her/his own cultural frames impact dialogue and discourse with students and colleagues. Use the results of the reflection to raise questions about a couple of these issues.
○

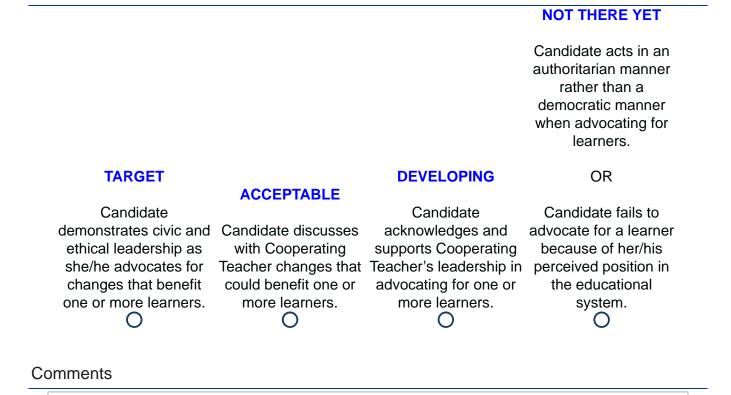Candidate reflects on interactions with others yet focuses on how the other parties impact the dialogue and discourse. Focuses on how the other parties' characteristics impact one or more of these issues.
○

Candidate ignores or are ignorant to how their cultural frames impact their interactions with others OR Candidate fails to reflect on interactions with others in terms of these issues.
○

5.3 Take action to advocate for learners

NOT THERE YET

Candidate acts in an authoritarian manner rather than a democratic manner when advocating for learners.

TARGET	**ACCEPTABLE**	**DEVELOPING**	OR
Candidate demonstrates civic and ethical leadership as she/he advocates for changes that benefit one or more learners.	Candidate discusses with Cooperating Teacher changes that could benefit one or more learners.	Candidate acknowledges and supports Cooperating Teacher's leadership in advocating for one or more learners.	Candidate fails to advocate for a learner because of her/his perceived position in the educational system.
○	○	○	○

Comments

[ ]

** You have completed Part 1. Please verify your answers before hitting the button to continue to Parts 2 and 3. **

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target	**Acceptable**	
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	**Unacceptable** Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
O	O	O

Content Knowledge

Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target	**Acceptable**	**Unacceptable**
Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.	Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.	Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.
O	O	O

Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target		**Unacceptable**
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.	**Acceptable** Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
◯	◯	◯

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target		**Unacceptable**
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.	**Acceptable** Candidate uses both formative and summative assessments to document learning.	Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
◯	◯	◯

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target	**Acceptable**	**Unacceptable**
Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards	Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.	Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.
○	○	○

Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

Target	**Acceptable**	**Unacceptable**
Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.	Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.	Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.
○	○	○

Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target	Acceptable	Unacceptable
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students. ○	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans. ○	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected. ○

Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target	Acceptable	Unacceptable
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying. ○	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment /bullying. ○	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying. ○

Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities.	**Acceptable** Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	**Unacceptable** Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
◯	◯	◯

You have completed Parts 1 and 2. Please verify answers before hitting the button to continue to Part 3.

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Education and Public Policy

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a**) can learn to high levels.

InTASC #2

CAEP 3.3

Target	**ACCEPTABLE**	**UNACCEPTABLE**
Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.	Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.	Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.
○	○	○

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.	Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.	Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.
○	○	○

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.
InTASC # 9

TARGET
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.
◯

ACCEPTABLE
Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.
◯

UNACCEPTABLE
Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities
◯

Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.
InTASC # 7
CAEP 3.3

UNACCEPTABLE
Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.

TARGET
Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.
◯

ACCEPTABLE
Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.
◯

◯

Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making.	Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making.	Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions.
○	○	○

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.	Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
○	○	○

COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

Final Recommendation

○ Recommend for licensing

○ Recommend for licensing with reservations

○ I do not recommend for licensing

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