



SUNY BROCKPORT PROFESSIONAL EDUCATION UNIT

GROUNDING IN SOCIAL CONSTRUCTIVISM
KNOWLEDGE AND SKILLS • DISPOSITIONS • IMPACT ON P-12 LEARNING

Social Studies Mid-placement assessment.

- [Domain I: Planning and Preparation](#)
- [Domain II: The Classroom Environment](#)
- [Domain III: Classroom Instruction](#)
- [Domain IV: Professional Responsibilities](#)
- [Domain V: Discipline Specific Questions for Social Studies](#)

Domain I: Planning and Preparation

Instructions: The Planning and Preparation Section is comprised of elements to evaluate all aspects of instructional design including implementing in the classroom and documenting student progress.

Teacher candidates who excel in Planning and Preparation “design instruction that reflects an understanding of content and important concepts and principles within that content. Their design is coherent in its approach to topics, includes sound assessment methods, and is appropriate to the range of students in the class” (Danielson, 1996 pg. 30).

The skills are demonstrated through unit and lesson plans and the effects of those plans through performance in the classroom.

Please rate your candidate on the following 12 elements assessing planning and preparation using the four-point performance category scale.

Knowledge of Content

- Unacceptable:** Teacher candidate makes content errors or does not correct content errors students make.
- Developing:** Teacher candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
- Proficient:** Teacher candidate displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
- Exemplary:** Teacher candidate displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
- N/A** Not applicable to this placement

[Add Comment...](#)

Knowledge of Prerequisite Relationships

- Unacceptable:** Teacher candidate displays little understanding of prerequisite knowledge important for student learning of the content.
- Developing:** Teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
- Proficient:** Teacher candidate plans and practices reflect understanding of prerequisite relationships among topics and concepts.
- Exemplary:** Teacher candidate actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
- N/A** Not applicable to this placement

[Add Comment...](#)

Knowledge of Content - Related Pedagogy

- Unacceptable:** Teacher candidate displays little understanding of pedagogical issues involved in student learning of the content.
- Developing:** Teacher candidate displays basic pedagogical knowledge but does not anticipate student misconceptions.
- Proficient:** Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.
- Exemplary:** Teacher candidate displays continuing search for best practice and anticipates student misconceptions.
- N/A** Not applicable to this placement

[Add Comment...](#)

Knowledge of Students' Varied Approaches to Learning

- Unacceptable:** Teacher candidate is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences.”
- Developing:** Teacher candidate sometimes displays general understanding of the different approaches to learning that students exhibit.
- Proficient:** Teacher candidate displays solid understanding of the different approaches to learning that different students exhibit.
- Exemplary:** Teacher candidate uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
- N/A** Not applicable to this placement

[Add Comment...](#)

Selecting Instructional Goals: Value

- Unacceptable:** Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.
- Developing:** Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.
- Proficient:** Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
- Exemplary:** Not only are the goals valuable, but teacher candidate can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
- N/A** Not applicable to this placement

[Add Comment...](#)

Resources for Teaching

- Unacceptable:** Teacher candidate is unaware of resources available through the school, district, professional organizations, or community.
- Developing:** Teacher candidate displays limited awareness of resources available through the school, district, professional organizations, or community.
- Proficient:** Teacher candidate is fully aware of all resources available through the school, district, professional organizations, or community.
- Exemplary:** In addition to being aware of school and district resources, teacher candidate actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
- N/A** Not applicable to this placement

[Add Comment...](#)

Planning Learning Activities

- Unacceptable:** Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
- Developing:** Only some of the learning activities are suitable to students or instructional goals. Progression of activities lacks continuity, and only some activities reflect recent professional research.
- Proficient:** Most of the learning activities are suitable to students and instructional goals. Progression of activities has continuity, and most activities reflect recent professional research.
- Exemplary:** Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research.
- N/A** Not applicable to this placement

[Add Comment...](#)

Instructional Materials and Resources

- Unacceptable:** Materials and resources do not support the instructional goals or engage students in meaningful learning.
- Developing:** Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.
- Proficient:** Materials and resources support the instructional goals, and engage students in meaningful learning.
- Exemplary:** Materials and resources support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
- N/A** Not applicable to this placement

[Add Comment...](#)

Lesson and Unit Structure

- Unacceptable:** The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
- Developing:** The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
- Proficient:** The lesson or unit has logically organized activities around a clearly defined structure. Time allocations are reasonable.
- Exemplary:** The lesson's or unit's structure is clear and allows for different pathways according to student needs. Use of time is an exemplar.
- N/A** Not applicable to this placement

[Add Comment...](#)

Congruence with Instructional Goals

- Unacceptable:** Content and methods of assessment lack congruence with instructional goals.
- Developing:** Some of the instructional goals are assessed through the proposed approach, but many are not.
- Proficient:** All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.
- Exemplary:** The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
- N/A** Not applicable to this placement

[Add Comment...](#)

Assessment Criteria and Standards

- Unacceptable:** The proposed approach contains no clear criteria or standards.
- Developing:** Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
- Proficient:** Assessment criteria and standards are clear and have been clearly communicated to students.
- Exemplary:** Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
- N/A** Not applicable to this placement

[Add Comment...](#)

Use of Assessment for Planning

- Unacceptable:** The assessment results affect planning for these students only minimally.
- Developing:** Teacher candidate uses assessment results to plan for the class as a whole.
- Proficient:** Teacher candidate uses assessment results to plan alternative instruction for individuals and groups of students.
- Exemplary:** Students are aware of how they are meeting the established standards and participate in planning the next steps.
- N/A** Not applicable to this placement

[Add Comment...](#)

Domain II: The Classroom Environment

Instructions: The elements of this section are designed to evaluate interactions that occur in the classroom that create a comfortable and respectful learning environment. Student behaviors are cooperative and non-disruptive and the physical environment is safe and appropriate for instruction (Danielson, 1969, pg. 31).

Teacher candidates who excel in the classroom environment “consider their students as real people, with interests, concerns, and intellectual potential. Students regard teacher candidates as concerned and caring adults and entrust the teachers with their futures” (Danielson, 1969, pg 31).

The skills are demonstrated in classroom interactions and observed in action by evaluator.

Teacher Candidate Interaction with Students

- Unacceptable:** Teacher candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher candidate.
- Developing:** Teacher candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit some respect for the teacher candidate.
- Proficient:** Teacher candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher candidate.
- Exemplary:** Teacher candidate demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher candidate as an individual, beyond that for the role.
- N/A** Not applicable to this placement

[Add Comment...](#)

Importance of the Content

- Unacceptable:** Teacher candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
- Developing:** Teacher candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
- Proficient:** Teacher candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.
- Exemplary:** Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
- N/A** Not applicable to this placement

[Add Comment...](#)

Expectations for Learning and Achievement

- Unacceptable:** Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
- Developing:** Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
- Proficient:** Instructional goals and activities, interactions, and the classroom environment convey solid, consistent expectations for student achievement.
- Exemplary:** Both students and teacher candidate establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.
- N/A** Not applicable to this placement

[Add Comment...](#)

Management of Instructional Groups

- Unacceptable:** Students are not productively engaged in learning.
- Developing:** Tasks for group work are partially organized, resulting in some off-task behavior.
- Proficient:** Tasks for group work are organized, and groups are managed so most students are engaged at all times.
- Exemplary:** Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
- N/A** Not applicable to this placement

[Add Comment...](#)

Management of Transitions

- Unacceptable:** Much time is lost during transitions.
- Developing:** Transitions are sporadically efficient resulting in some loss of instructional time.
- Proficient:** Transitions occur smoothly with little loss of instructional time.
- Exemplary:** Transitions are seamless with students assuming some responsibility for efficient operation.
- N/A** Not applicable to this placement

[Add Comment...](#)

Management of Materials and Supplies

- Unacceptable:** Materials are handled inefficiently, resulting in loss of instructional time.
- Developing:** Routines for handling materials and supplies function moderately well.
- Proficient:** Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
- Exemplary:** Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
- N/A** Not applicable to this placement

[Add Comment...](#)

Expectations

- Unacceptable:** No standards of conduct appear to be established or students are confused as to what the standards are.
- Developing:** Standards of conduct appear to be established for most situations, and most students seem to understand them.
- Proficient:** Standards of conduct are clear to all students.
- Exemplary:** Standards of conduct are clear to all students and have been developed with student participation.
- N/A** Not applicable to this placement

[Add Comment...](#)

Monitoring of Student Behavior

- Unacceptable:** Student behavior is not monitored or teacher candidate is unaware of what students are doing.
- Developing:** Teacher candidate is generally aware of student behavior, but may miss the activities of some students.
- Proficient:** Teacher candidate is alert to student behavior at all times.
- Exemplary:** Monitoring by teacher candidate is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
- N/A** Not applicable to this placement

[Add Comment...](#)

Response to Student Misbehavior

- Unacceptable:** Teacher candidate does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.
- Developing:** Teacher candidate attempts to respond to student misbehavior but with uneven results.
- Proficient:** Teacher candidate response to misbehavior is effective and respects the student's dignity.
- Exemplary:** Teacher candidate response to misbehavior is highly effective, respectful, and sensitive to students' individual needs.
- N/A** Not applicable to this placement

[Add Comment...](#)

Safety and Accessibility to Learning and Use of Physical Resources

- Unacceptable:** The classroom is unsafe and teacher candidate uses physical resources poorly. Learning is not accessible to some students.
- Developing:** The classroom is safe and teacher candidate uses physical resources adequately. Essential learning is accessible to all students.
- Proficient:** The classroom is safe and teacher candidate uses physical resources skillfully. All learning is equally accessible to all students.
- Exemplary:** The classroom is safe and both teacher candidate and students use physical resources optimally. Students ensure that all learning is equally accessible to all students.
- N/A** Not applicable to this placement

[Add Comment...](#)

Domain III: Classroom Instruction

Instructions: The elements of this section are designed to evaluate the ability of the teacher candidate to enhance student learning through actual engagement of students in content. This includes professional skills of communication, questioning and discussion techniques, engaging students in learning, providing feedback to students, and being flexible and responsive to diverse learners.

Teacher candidates who excel in Classroom Instruction “create an atmosphere of excitement about the importance of learning and the significance of the content. They care deeply about their subject and invite students to share the journey of learning about it.” (Danielson, 1969, pg 52).

The skills are demonstrated through classroom interactions and observed in action by evaluator.

Directions and Procedures

- Unacceptable:** Teacher candidate directions and procedures are confusing to students.
- Developing:** Teacher candidate directions and procedures are clarified after initial student confusion or are excessively detailed.
- Proficient:** Teacher candidate directions and procedures are clear to students and contain an appropriate level of detail.
- Exemplary:** Teacher candidate directions and procedures are clear to students and anticipate possible student misunderstanding.
- N/A** Not applicable to this placement

[Add Comment...](#)

Oral and Written Language

- Unacceptable:** Teacher candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and/or syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.
- Developing:** Teacher candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.
- Proficient:** Teacher candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.
- Exemplary:** Teacher candidate's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
- N/A** Not applicable to this placement

[Add Comment...](#)

Questioning Techniques

- Unacceptable:** Teacher candidate's questions are of poorly constructed and ineffective.
- Developing:** Teacher candidate's questions encourage predominantly low-level thinking. Only some invite a response.
- Proficient:** Most of teacher candidate's questions encourage higher level thinking and wait time is used effectively.
- Exemplary:** Teacher candidate's questions promote high level, critical thinking, with adequate time for students to respond.
- N/A** Not applicable to this placement

[Add Comment...](#)

Discussion Techniques

- Unacceptable:** Interaction between teacher candidate and students is predominantly recitation style, with teacher candidate mediating all questions and answers.
- Developing:** Teacher candidate attempts to engage students in a true discussion, with uneven results.
- Proficient:** Classroom interaction represents true discussion, with teacher candidate leading and facilitating learning.
- Exemplary:** Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions as a result of the teacher candidate.
- N/A** Not applicable to this placement

[Add Comment...](#)

Student Participation

- Unacceptable:** Only a few students participate in the discussion.
- Developing:** Teacher candidate attempts to engage all students in the discussion, but with limited success.
- Proficient:** Teacher candidate successfully engages all students in the discussion.
- Exemplary:** Students themselves ensure that all voices are heard in the discussion.
- N/A** Not applicable to this placement

[Add Comment...](#)

Representation of Content

- Unacceptable:** Representation of content is inappropriate and unclear or uses poor examples and analogies.
- Developing:** Representation of content is inconsistent in quality. Some is done skillfully, with examples and analogies. Other portions are difficult to follow.
- Proficient:** Representation of content is appropriate and links well with students' knowledge and experience.
- Exemplary:** Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
- N/A** Not applicable to this placement

[Add Comment...](#)

Activities and Assignments

- Unacceptable:** Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
- Developing:** Some activities and assignments are appropriate to students and engage them mentally. Teacher candidate does not use an array of activities and assignments.
- Proficient:** Most activities and assignments are appropriate to students. Almost all students are cognitively engaged.
- Exemplary:** All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects to enhance understanding.
- N/A** Not applicable to this placement

[Add Comment...](#)

Grouping of Students

- Unacceptable:** Instructional groups are inappropriate to the students or to the instructional goals.
- Developing:** Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.
- Proficient:** Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.
- Exemplary:** Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
- N/A** Not applicable to this placement

[Add Comment...](#)

Instructional Materials and Resources

- Unacceptable:** Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
- Developing:** Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
- Proficient:** Instructional materials and resources are suitable to the instructional goals and engage students mentally.
- Exemplary:** Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their own purposes.
- N/A** Not applicable to this placement

[Add Comment...](#)

Employing Appropriate Technology

- Unacceptable:** Never uses technology and media communications to support learning by students.
- Developing:** Integrates technology and media communications but it contributes little to student learning.
- Proficient:** Consistently integrates technology and media communications making some contribution to learning.
- Exemplary:** Innovative, creative, and appropriate integration of technology and media communications that contributes significantly to student learning.
- N/A** Not applicable to this placement

[Add Comment...](#)

Structure and Pacing

- Unacceptable:** The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
- Developing:** The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
- Proficient:** The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate.
- Exemplary:** The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
- N/A** Not applicable to this placement

[Add Comment...](#)

Quality: Accurate, Substantive, Constructive, Specific, and Timely

- Unacceptable:** Feedback is either not provided, is of uniformly poor quality or is not provided in a timely manner.
- Developing:** Feedback is inconsistent in quality. Some elements of high quality are present and others are not. Timeliness of feedback is inconsistent.
- Proficient:** Feedback is consistently high quality and is consistently provided in a timely manner.
- Exemplary:** Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their language.
- N/A** Not applicable to this placement

[Add Comment...](#)

Lesson Adjustment and Response to Students

- Unacceptable:** Teacher candidate adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. Teacher candidate ignores or brushes aside students' questions or interests.
- Developing:** Teacher candidate attempts to adjust a lesson, with mixed results. Teacher candidate attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.
- Proficient:** Teacher candidate makes an adjustment to a lesson, and the adjustment occurs smoothly. Teacher candidate successfully accommodates students' questions or interests.
- Exemplary:** Teacher candidate successfully and consistently makes adjustment to lessons and opportunities to enhance learning.
- N/A** Not applicable to this placement

[Add Comment...](#)

Persistence

- Unacceptable:** When a student has difficulty learning, the teacher candidate either gives up or blames the student or the environment for the student's lack of success.
- Developing:** Teacher candidate accepts responsibility for the success of all students. Teacher candidate does not consider use of alternative instructional strategies.
- Proficient:** Teacher candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.
- Exemplary:** Teacher candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
- N/A** Not applicable to this placement

[Add Comment...](#)

Domain IV: Professional Responsibilities

Instructions: The elements of this section are designed to assess behaviors associated with being “a true professional educator, they encompass the roles assumed outside of and in addition to those in the classroom with students” (Danielson, 1969, pg 32).

Teacher candidates who excel in Professional Responsibilities are “known as educators who go beyond the technical requirements of their jobs and contribute to the general well-being of the institutions of which they are a part”.

These skills are observed in interactions with students, families, education professionals, and the large community.

Solicits Suggestions and Feedback from Others and is Receptive to Them

- Unacceptable:** Teacher candidate is reluctant to accept suggestions and feedback. Makes little or no attempt to make improvements. May be defensive or creates excuses for actions.
- Developing:** Teacher candidate will discuss suggestions and feedback. Makes some attempt to make improvements.
- Proficient:** Teacher candidate willingly accepts suggestions and feedback from others. Attempts to make improvements.
- Exemplary:** Teacher candidate seeks out suggestions and feedback from others. Effectively uses feedback to make improvements.
- N/A** Not applicable to this placement

[Add Comment...](#)

Analyzes Own Performance and Seeks Sources of Improvement

- Unacceptable:** Teacher candidate is unable to state the effectiveness of lesson or misjudges its level of success. Fails to make suggestions for lesson improvement.
- Developing:** Teacher candidate has a minimal impression of a lesson’s effectiveness. Does not ask for suggestions to improve instruction.
- Proficient:** Teacher candidate describes how a lesson met its objectives. Identifies adjustments for the future.
- Exemplary:** Teacher candidate thoughtfully assesses the strengths and weaknesses of lessons. Looks for ways to improve and understands how adjustments could be made for the future.
- N/A** Not applicable to this placement

[Add Comment...](#)

Engagement of Families in the Instructional Program

- Unacceptable:** Teacher candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
- Developing:** Teacher candidate makes modest or inconsistently successful attempts to engage families in the instructional program.
- Proficient:** Teacher candidate's efforts to engage families in the instructional program are frequent and successful.
- Exemplary:** Teacher candidate's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
- N/A** Not applicable to this placement

[Add Comment...](#)

Relationships with Colleagues

- Unacceptable:** Teacher candidate's relationships with colleagues are negative or self-serving.
- Developing:** Teacher candidate maintains relationships with colleagues to fulfill the duties that the school or district requires.
- Proficient:** Support and cooperation characterize relationships with colleagues.
- Exemplary:** Support and cooperation characterize relationships with colleagues. Teacher candidate takes initiative in assuming leadership among the faculty.
- N/A** Not applicable to this placement

[Add Comment...](#)

Enhancement of Content Knowledge and Pedagogical Skill

- Unacceptable:** Teacher candidate engages in no professional development activities to enhance knowledge or skills.
- Developing:** Teacher candidate participates in professional activities to a limited extent.
- Proficient:** Teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skills.
- Exemplary:** Teacher candidate seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
- N/A** Not applicable to this placement

[Add Comment...](#)

Maintains Professional Conduct as Evidenced by Punctuality, Interaction with Others, Preparedness and Initiative.

- Unacceptable:** Teacher candidate does not maintain professional conduct and/or appearance.
- Developing:** Teacher candidate inconsistently maintains professional conduct and/or appearance.
- Proficient:** Teacher candidate maintains professional conduct and appearance consistently.
- Exemplary:** Teacher candidate maintains professional conduct and appearance in all situations.
- N/A** Not applicable to this placement

[Add Comment...](#)

Domain V: Discipline Specific Questions for Social Studies

This section of the assessment is made up of elements designed to evaluate candidate knowledge and skills that apply specifically to a particular certification area.

Each assessment element has a rubric with descriptors for Unacceptable, Developing, Proficient, and Exemplary levels of performance.

Carefully consider the teacher candidate's performance on each element and point and click on the circle corresponding to your rating. If the element was not applicable to the current placement, point and click on the circle corresponding to Not applicable for this placement.

Please note that the rubrics are written such that the 'Exemplary' rating is reserved for the most outstanding candidate and should be granted only to those candidates considered to be an exemplar.

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of culture and cultural diversity. The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures?, How do belief systems, such as religion or political ideals, influence other parts of the culture?, How does culture change to accommodate different ideas and beliefs?, and What does language tell us about the culture?. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the area of culture and diversity or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the area of culture and diversity. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the area of culture and diversity. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of culture and diversity. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of time, continuity, and change. Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I?, What happened in the past?, How am I connected to those in the past?, How has the world changed and how might it change in the future?, and Why does our personal sense of relatedness to the past change?. This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the area of time, continuity, and change or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the area of time, continuity, and change. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.

- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the area of time, continuity, and change. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of time, continuity, and change. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of people, places, and environments. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located?, Why are they located where they are?, What do we mean by "region" ?, How do landforms change?, and What implications do these changes have for people?. In schools, this theme typically appears in units and courses dealing with area studies and geography.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the area of people, places, and environments or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the area of people, places, and environments. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the area of people, places, and environments. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of people, places, and environments. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of ideas associated with individual development and identity. Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn?, Why do people behave as they do?, What influences how people learn, perceive, and grow?, How do people meet their basic needs in a variety of contexts?, and How do individuals develop from youth to adulthood?. In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the area of individual development and identity or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the area of individual development and identity. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the area of individual development and identity. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of individual development and identity. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions?, How do institutions change?, and What is my role in institutional change?. In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the study of interactions among individuals, groups, and institutions or the evidence shows signs of serious misunderstandings of content.

- Developing:** Teacher candidate provides limited evidence of planning and instructing in the study of interactions among individuals, groups, and institutions. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the study of interactions among individuals, groups, and institutions. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of individuals, groups, and institutions. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of power, authority, and governance. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power?, What forms does it take?, Who holds it?, How is it gained, used, and justified?, What is legitimate authority?, How are governments created, structured, maintained, and changed?, and How can individual rights be protected within the context of majority rule?. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the study of power, authority, and governance or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the study of power, authority, and governance. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the study of power, authority, and governance. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of power, authority, and governance. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of how people organize for the production, distribution, and consumption of goods and services. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized?, How are goods and services to be distributed?, and What is the most effective allocation of the factors of production (land, labor, capital, and management)?. In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the study of how people organize for the production, distribution, and consumption of goods and services or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the study of how people organize for the production, distribution, and consumption of goods and services. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the study of how people organize for the production, distribution, and consumption of goods and services. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the study of how people organize for the production, distribution, and consumption of goods and services. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of science, technology and society. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old?, What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?, How can we cope with the ever-increasing pace of change?, How can we manage technology so that the greatest number of people benefit from it?, and How can we preserve our fundamental values and beliefs in the midst of technological change?. This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the study of science, technology, and society or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the study of science, technology, and society. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the study of science, technology, and society. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of science, technology, and society. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of global connections. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw up on the natural and physical sciences and the humanities.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the area of global connections or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the area of global connections. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the area of global connections. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of global connections. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)

The teacher candidate provides developmentally appropriate experiences as he/she guides learners in the study of civic ideals and practices. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of social studies. Students confront such questions as: What is civic participation and how can I be involved?, How has the meaning of citizenship evolved?, What is the balance between rights and responsibilities?, What is the role of the citizen in the community and the nation, and as a member of the world community?, and How can I make a positive difference?. In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

- Unacceptable:** Teacher candidate provides little to no evidence of planning and instructing in the study of civic ideals and practices or the evidence shows signs of serious misunderstandings of content.
- Developing:** Teacher candidate provides limited evidence of planning and instructing in the study of civic ideals and practices. Candidate may not adequately capture the significance of the topic or may not communicate it well to the students.
- Proficient:** Teacher candidate provides clear evidence of planning and instructing in the study of civic ideals and practices. The teacher candidate captures the significance of the topic and communicates it well to the students.
- Exemplary:** Teacher candidate provides clear, consistent, and convincing evidence of planning and instructing in the area of civic ideals and practices. Knowledge of the area is solid with the main understandings of the topic communicated in a sophisticated manner using well-conceived learning activities.
- N/A** Not applicable to this placement

[Add Comment...](#)