

Student Teaching Portfolio -- Citizenship/Social Studies - SP13

Levels/Criteria	1	2	3	4	Score/Level
<p>I. Demonstrates ability to impact student learning concerning NCSS 1.2, 1.3 by providing lesson plan and pre and post test evidence and reflection</p>	<p>No sample(s) of student work prior to teaching the lesson are showcased, no lesson plan concerning time, continuity and change and a person or a place provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on such things as how to better investigate whether there are principles that transcend time not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan concerning time, continuity and change and a person or a place provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on such things as how to better investigate whether there are principles that transcend time not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan concerning time, continuity and change and a person or a place provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on such things as how to better investigate whether there are principles that transcend time were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan concerning time, continuity and change and a person or a place provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching to better motivate students by using ambiguous historical scenarios concerning whether there are principles that transcend time were provided.</p>	
	<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. USA- Nat. Council for Social Studies: Program Standards for the Initial Preparation of Teachers of S.S. Standard: 1.0 INTERDISCIPLINARY THEMATIC STANDARDS Theme: 2 TIME, CONTINUITY, AND CHANGE Indicator: Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; Indicator: Help learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity; Indicator: Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions; Indicator: Guide learners in using processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality, and distinguishing between events and developments that are significant from those that are inconsequential; Indicator: Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; Indicator: Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues. Theme: 3 PEOPLE, PLACES, AND ENVIRONMENTS</p>				

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	<p>Indicator: Enable learners to use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools;</p> <p>Indicator: Encourage learners to construct, use, and refine maps and mental maps; calculate distance, scale, area, and density; and organize information about people, places, regions, and environments in a spatial context;</p> <p>Indicator: Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems;</p> <p>Indicator: Guide learners in exploring characteristics, distribution, and migration of human populations on Earth's surface;</p> <p>Indicator: Assist learners in describing how people create places that reflect culture, human needs, current values and ideals, and government policies;</p> <p>Indicator: Help learners to examine, interpret, and analyze interactions between human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative;</p> <p>Indicator: Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world;</p> <p>Indicator: Help learners explore ways in which Earth's physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.</p>				
<p>II. Demonstrates ability to impact student learning concerning NCSS Standard 1.1 by providing lesson plan and pre and post test evidence and reflection</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of learning experience concerning culture provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on connections between strategies used and student learning concerning ethnocentric views were not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of learning experience concerning culture provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on connections between strategies used and student learning concerning ethnocentric views were not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience concerning culture provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on connections between strategies used and student learning concerning ethnocentric views were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience concerning culture provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on connections between strategies used and student learning concerning ethnocentric views were considered by creatively applying pedagogical theory.</p>	
	<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. USA- Nat. Council for Social Studies: Program Standards for the Initial Preparation of Teachers of S.S. Standard: 1.0 INTERDISCIPLINARY THEMATIC STANDARDS Theme: 1 CULTURE AND CULTURAL DIVERSITY Indicator: Enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns;</p>				

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	<p>Indicator: Guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of references;</p> <p>Indicator: Assist learners to apply an understanding and of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns;</p> <p>Indicator: Encourage learners to compare and to analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change;</p> <p>Indicator: Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;</p> <p>Indicator: Have learners interpret patterns of behavior as reflecting values and attitudes, that contribute to or pose obstacles to cross-cultural understanding;</p> <p>Indicator: Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;</p> <p>Indicator: Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.</p>				
<p>III. Demonstrates ability to impact diverse student learning by providing differentiated learning opportunities when teaching NCSS content by providing lesson plan and pre and post test evidence and reflection</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of learning experience aligned with the selected NCSS content standard and this INTASC standards and appropriate State Content Standards provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of learning experience aligned with the selected NCSS content standard and this INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with the selected NCSS content standard and this INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with the selected NCSS content standard and this INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results demonstrated the ability to reflect on teaching and to consider improvements by applying pedagogical theory.</p>	
	<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>				
<p>IV. Demonstrates ability to impact</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or</p>	

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<p>student learning by providing multiple instructional strategies that support students' intellectual, social and personal development when teaching NCSS content.</p>	<p>description of learning experience aligned with a NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>plan or description of learning experience aligned with a NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>description of learning experience aligned with a NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were provided.</p>	<p>description of learning experience aligned with a NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results demonstrated the ability to reflect on teaching and to consider improvements by applying pedagogical theory.</p>	
<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>					
<p>V. Demonstrates ability to impact student learning by motivating individuals and groups when teaching NCSS content.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of learning experience aligned with curriculum goals provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of learning experience aligned with curriculum goals provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with curriculum goals provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience that is aligned with curriculum goals provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results demonstrated the ability to reflect on teaching and to consider improvements by better using whole-class, small-group, and individual work.</p>	
<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</p>					

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	<p>Principle: 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>				
<p>VI. Demonstrates ability to impact student learning by using technology, verbal, and nonverbal communications when teaching NCSS content.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of learning experience aligned with this NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of learning experience aligned with this NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with this NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with this NCSS standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on changes in teaching concerning this standard that might have improved the results demonstrated the ability to reflect on teaching and to consider improvements by applying pedagogical theory.</p>	
	<p>Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>				
<p>VII. Demonstrates ability to impact student learning by using knowledge of subject matter, students, the community, NCSS and PA state standards, and NCSS content standards.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of learning experience aligned with NCSS SPA and INTASC standards and appropriate State Content Standards provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussions to reach curriculum goals were not provided.</p>	<p>No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of learning experience aligned with NCSS SPA and INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussions to reach curriculum goals were not provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with NCSS SPA and INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to better start discussions were made.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of learning experience aligned with NCSS SPA and INTASC standard and appropriate State Content Standards provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use ambiguities, problems, or student's preconceptions to start</p>	

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				productive discussions were made.	
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				
VIII. Demonstrates ability to impact student learning by using formal and informal assessments when teaching NCSS content.	No sample(s) of student work prior to teaching the lessons are showcased, no lesson plan or description of formal and informal assessments provided, post teaching student work sample(s) are not showcased, and no clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussion as an informal assessment and grading rubrics as a formal assessment were not provided.	No sample(s) of student work prior to teaching the lessons are showcased, however, a lesson plan or description of formal and informal assessments provided, post teaching student work sample(s) are showcased, however, no clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussion as an informal assessment and grading rubrics as a formal assessment were not provided.	Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of formal and informal assessments provided, post teaching student work sample(s) are showcased, however, only a vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussion as an informal assessment and grading rubrics as a formal assessment were provided.	Sample(s) of student work prior to teaching the lessons are showcased, a lesson plan or description of formal and informal assessments provided, post teaching student work sample(s) are showcased, and a clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen. Reflections on how to use discussion as an informal assessment and, objective exams and project grading rubrics as a formal assessment were provided.	
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.				
IX. Demonstrates Professional growth	Does not clearly explain why the entries were included in portfolio and does not clearly explain how they relate to this INTASC standard	Gives a reason why the entries were included but fails to clearly explain how they relate to this INTASC standard	Very clearly explains why the samples have been included in the portfolio and how they relate to this INTASC standard	Very clearly explains why the samples have been included in the portfolio, describes how they relate to this INTASC standard, and elaborates on how they best exemplify an aspect of good teaching	
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.				
X. INTASC Principle 10	Does not clearly explain why the entries were included in portfolio and does not clearly explain how	Gives a reason why the entries were included but fails to clearly explain how they relate to this	Very clearly explains why the samples have been included in the portfolio and how they relate	Very clearly explains why the samples have been included in the portfolio, describes how they	

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Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.	they relate to this INTASC standard	INTASC standard	this INTASC standard	relate to this INTASC standard, and elaborates on how they best exemplify an aspect of good teaching	
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.				
Conventions	Minimal control of grammar, mechanics, spelling, usage, and sentence formation. Missing the following: is neatly typed using a 12 font, double-spaced, and includes appropriate citations.	Limited control of grammar, mechanics, spelling, usage, and sentence formation. Missing two of the following: is neatly typed using a 12 font, double spaced, and includes appropriate citations.	Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. Missing one of the following: is neatly typed using a 12 font, double spaced, and includes appropriate citations.	Evident control of grammar, mechanics, spelling, usage, and sentence formation. Neatly typed using a 12 font, double spaced, and includes appropriate citations.	