

Edinboro University of Pennsylvania
Department of Middle and Secondary Education
Portfolio Assessment for Professional Block-Social Studies Teachers

INTRODUCTION

The portfolios developed by candidates in the Secondary Professional Block Program will include a collection of artifacts from the courses and field component that illustrate the development of preservice Social Studies teachers as effective facilitators of learning. The contents in the portfolio will further document development of achievement of the performance standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Council for the Social Studies (NCSS). In the Professional Block component of their teacher preparation program, candidates take SEDU 381, SEDU 306, SEDU 491 and SEDU 473 during the first nine weeks of the semester and SEDU 475 Secondary Education Field Experience the last six weeks of the semester. During the first nine weeks candidates communicate with and observe their cooperating teacher for field. Professional block courses are described below.

PURPOSE

By compiling a portfolio that contains a set of artifacts detailing best teaching and learning, a candidate is able to articulate growth as a professional educator and readiness to begin their capstone experience as a student teacher. The portfolio will be used as a means through which candidates can self-assess, document, and reflect on their work. Professors and candidates will be able to better organize and direct the candidates' professional development. Reflective questions such as "What standards have not been fully addressed?" will be part of the discussion. Candidates will assemble a number of representative samples demonstrating their knowledge, skills and dispositions for preparation and induction into the teaching profession as articulated in the block courses, especially the construction of a comprehensive unit plan and field experience component of the Professional Block.

Middle and secondary education Social Studies candidates will be introduced to the portfolio requirements during their first seminar in professional block. Candidates will be required to present their professional portfolio to various members of the Middle and Secondary Education Department and university during the final week (fifteenth week) of the semester. Portfolio artifacts must be submitted in Live Text. All students must purchase Live Text and attend ongoing workshops on its use. Participants in this presentation and evaluation include the professors in the Middle and Secondary Education Department who taught the block courses that semester, professor invited by the candidate from the Social Studies Departments (History, Anthropology, Sociology, Business and Economics, Political Science, etc.), and the candidate's field supervisor. The instructor for SEDU 473 Instructional Techniques for Social Studies will be responsible for leading the presentation. At the completion of the portfolio, professors will outline which standards have been met and which standards need to be addressed more fully in the student teaching experience. Data from Assessment 6, the Field Experience Content-Specific Competency, will also be used.

Professional Block Courses:

- SEDU 306 Content Literacy in the Middle and Secondary School 2sem hrs.
This course assists preservice teachers in learning how to teach student to read and communicate more effectively in all subject areas. Students enhance their effectiveness as teachers by learning how to integrate reading strategies into middle and high school content area teaching. These strategies help preservice teachers make informed decisions to help improve comprehension and metacognition. (Required for all students).
- SEDU 381 Measurement and Evaluation in the Middle and Secondary School Classroom 2 sem hrs.
This course introduces prospective teachers to principles and procedures of measurement and evaluation used in middle and secondary schools. It emphasizes correctly written objectives, properly constructed tests to measure the achievement of those objectives, proper analysis of the results of tests, and the use of information to evaluate students. (Required for all students).
- SEDU 491 Professional Performance For the Effective Middle/Secondary Classroom 3 sem hrs.
This course provides preservice and inservice educators with research-based theories, models, and techniques that build knowledge and performance of appropriate educational-techniques for diverse middle and secondary classroom environments. The course examines issues related to professional development, proactive and management techniques pertinent to the young and developing adolescent learner, and family and community collaboration. (Required for all students).
- SEDU 473 Instructional Techniques for Social Studies 3 sem hrs.
This course prepares prospective social studies teachers to make informed decisions regarding theories and models of science. It addresses instruction, daily and unit planning, application of the standards, classroom management, assessment, motivational strategies, techniques for teaching students of diverse backgrounds and those with special needs. (Required for all preservice Social Studies teachers).
- SEDU 475 Secondary Education Field Experience 3 sem. hrs.
This course provides prospective teachers with a pre-student teaching field experience. This experience places each student with a cooperating teacher in the public schools and provides a variety of experiences. Students teach a minimum of six full period lessons and complete various professional development activities. (This class is taken the last six weeks of the semester after they have taken the other block classes the first nine weeks of the semester. Cooperating teachers are PA certified in the content area where the students are completing their field experience).

ARTIFACTS FOR PORTFOLIO PRESENTATION

The artifacts required for the exit portfolio are:

I. Unit Plan:

Items for the unit plan in the portfolio will be created in all of the block courses but emphasized in the Instructional Techniques course: SEDU 473, Instructional Techniques for Social Studies. This unit will be taught in SEDU 475. As part of the requirements for the unit plan the candidate will:

- Provide a detailed description of the diversity and class of students for whom the unit plan was designed;
- Include a philosophy statement connecting the content of this unit plan with the developmental levels of the students they are teaching;
- Provide a description of the specific content and goals for the unit;
- Create a set of six to ten NCSS Standards-based and Pennsylvania standards-based instructional lessons;
- Provide evidence of interdisciplinary learning;
- Integrate technology and other resources to support student learning;
- Include lessons that promote higher order thinking;
- Show evidence, through assessments, of student learning;
- Integrate metacognitive reading strategies/reading in the content area;
- Adapt lessons for student learning styles, reading levels, and/or disabilities.

II. Teaching Reading in the Subject Area

In presenting his/her portfolio, the candidate must provide evidence of lesson plans that integrate reading strategies promoting metacognition for learning content, and methods for differentiating instruction. Candidates must be prepared to discuss the effectiveness of these strategies in the portfolio presentation.

III. Assessments:

In presenting his/her portfolio, the candidate must provide samples of selected response, essay, and performance assessments to correlate with the lesson objectives. Assessments will be developed in SEDU 381 or during SEDU 475 and included in the unit plan. The student will share at least one assessment implemented in field and reflect about the validity and reliability of the assessment.

IV. Technology Integration:

In presenting his/her portfolio, the candidate must provide samples of how he/she integrated print and nonprint media and technology into their teaching. Candidates will discuss how using technology enhanced their teaching of content and how it may have addressed the developmental needs of students.

V. Classroom Management:

The goal of classroom management is to focus on the skills needed to provide a classroom environment based on mutual respect where maximum learning takes place. Candidates will share highlights of their comprehensive classroom management plan developed in SEDU 491 and reflect about what they learned about managing a class from SEDU 475 that will improve their teaching skills in the future.

VI. Diversity:

American students differ markedly from each other in race, ethnicity, language, social class, religion, gender, special needs and exceptionalities. Imbedded in the preparation of effective facilitators of learning in all professional course work and field components is the careful study of the differences that distinguish individual groups and the commonalities that bind them together. Observations completed in field must be included in this portfolio. In addition, each lesson plan must include the adaptations that are required for all students to achieve success. Students must reflect about the adaptations that were required during their junior field experience and indicate what services were available for students to ensure success. Candidates must discuss what they learned about meeting the diverse needs of all students and discuss how this will impact their teaching in the future.

VII. Professionalism:

The evaluation tool, The Field Experience Content-Specific Competency, Assessment 6, will be discussed with the candidate. This artifact consists of the evaluative commentary on the candidate's professionalism, dispositions, and collegiality as determined by the candidate's supervising teacher, cooperating teacher, and candidate himself or herself. Using data from Assessment 6, candidates will review what NCSS standards need to be addressed more fully in their student teaching experience.

Portfolio Assessment

INTASC Standards NCSS Standards	Portfolio Element	Target 3 points	Acceptable 2 points	Developing 1 point	Unacceptable
INTASC 4.B, 7.A NCSS 1.1, 1.4, 1.5, 3.1	Supportive learning environment Philosophy Statement in unit Plan and unit lessons	Candidate consistently creates an inclusive and supportive learning environment in which all students can engage in learning.	Candidate creates an inclusive and supportive learning environment in which all students can engage in learning.	Candidate provides limited information that s/he is providing a supportive learning environment in which all students can engage in learning.	Candidate does not provide a supportive learning environment.
INTASC 5.A NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 3.1	Alignment with State and NCSS Standards. Lesson plans and philosophy statement	All of the lesson objectives are aligned with state and NCSS standards on lesson plans	Most of the lesson objectives are aligned with state and NCSS standards on lesson plans	Some of the lesson objectives are aligned with the state and NCSS standards on lesson plans.	Objectives are not aligned with state and NCSS standards on lesson plans.
INTASC 8.B NCSS 3.1	Clarity of criteria for Assessment Assessments in the unit plan	Assessment criteria are consistently clear and linked to the standards based learning objectives.	Assessment criteria have been developed but they are not clearly linked to the standards-based learning objectives.	Assessment criteria have been developed but they are not linked to the standards-based learning objectives.	Assessments contain unclear criteria for measuring student performance relative to the learning goals.
INTASC 7.A, 7.B NCSS 3.1	Multiple Modes and Approaches of Assessment in the unit plan Assessments in the unit plan	Candidate integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate student' processes and products.	Candidate integrates assessment into instruction and uses some variety of formal and informal assessment activities and instruments to evaluate student' processes and products.	Candidate provides limited assessment into instruction and uses limited variety of formal and informal assessment activities and instruments to evaluate student' processes and products.	Candidate does not provide a variety of formal and informal assessment into instruction
INTASC 1.A, 3.A, 3.B, 3.D, 3.E NCSS 1.5, 3.1	Instructional Strategies. Lessons in the unit plan.	Candidate consistently aligns curriculum goals and teaching strategies to promote whole-class, small-group, and individual work.	Candidate aligns curriculum goals and teaching strategies to promote whole-group, small-group, and individual work.	Candidate provides limited alignment with curriculum goals and teaching strategies and limited use of whole-group, small-group, and individual work.	Candidate does not align curriculum goals with teaching strategies and does not use a variety of instructional strategies.
INTASC 1.A, 3.A, 3.B, 3.D, 3.E NCSS 1.2, 1.4, 1.6, 1.8, 1.9, 1.10, 3.1	Instructional Strategies/higher order thinking Lessons in the unit plan	Candidates consistently engage students in meaningful discussions for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual form.	Candidates engage students in meaningful discussions for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual form.	Candidates rarely engage students in meaningful discussions for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual form.	Candidates do not engage students in meaningful discussions.
INTASC 3.A NCSS 1.1, 3.1	Design for Instruction/Meeting the needs of all students. Lesson adaptations on plans and instructional strategies.	Candidate consistently adapts lessons to support individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate adapts lessons to support individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate occasionally adapts lessons to support individual differences.	Candidate did not adapt lessons to support individual differences.

INTASC 1.A, 3.A, 3.B, 3.D, 3.E NCSS 3.1	Design for Instruction Interdisciplinary Teaching. Unit plan lessons and philosophy statement.	Candidate usually integrates interdisciplinary teaching strategies and materials into instructional practices	Candidate sometimes integrates interdisciplinary teaching strategies and materials into instructional practices.	Candidate rarely integrates interdisciplinary teaching strategies into instructional practices.	Candidate does not integrate interdisciplinary teaching strategies and materials into instructional practices.
INTASC 4.C NCSS 1.2, 1.7, 1.8, 1.10, 3.1	Resources to support student' learning. Individual lesson plans in the unit	Candidate consistently integrates a variety of resources in lessons (texts, films, appropriate software) to support teaching of Social Studies.	Candidate uses some variety of resources in lessons (texts, films, appropriate software) to support teaching of Social Studies.	Candidate rarely uses a variety of resources in lessons (texts, films, appropriate software) to support teaching of Social Studies.	Candidate does not use a variety of resources in lessons.
INTASC 3.3, 3.3.1, 4.11 NCSS 3.1	Integrating reading strategies Individual lesson plans for unit and philosophy statement	Candidate consistently demonstrates their knowledge of reading processes and integrates metacognitive reading strategies into instructional practices to support independent learning of print and non-print texts.	Candidate demonstrates their knowledge of reading processes and sometimes integrates metacognitive reading strategies into instructional practices to support independent learning of print and non-print texts.	Candidate is unclear about reading processes and rarely integrates metacognitive reading strategies into instructional practices to support independent learning of print and non-print texts.	Candidate does not integrate metacognitive reading strategies into instructional practices.
INTASC 1.D, 2.A, 3.F, 4.A NCSS 1.4, 1.10, 3.1	Higher order thinking Individual lesson plans for unit	Candidate consistently integrates practices designed to assist students in developing habits of critical thinking and judgment.	Candidate integrates practices designed to assist students in developing habits of critical thinking and judgment.	Candidate rarely integrates practices designed to assist students in developing habits of critical thinking and judgment	Candidate does not integrate practices designed to assist students in developing habits of critical thinking and judgment.
INTASC 5.D, 5.E, 5.I, 5.J NCSS 1.1, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 3.1	Motivation and Management Classroom Management Plan	Candidate's instruction consistently has been designed to reinforce intrinsic motivation and build classroom community.	Candidate's instruction has been designed to reinforce intrinsic motivation and build classroom community.	Some of candidate's instruction has been designed to reinforce intrinsic motivation and build classroom community.	Candidate does not address intrinsic motivation and classroom community.
INTASC 9.A, 9.D, 9.G, NCSS 3.1	Field Experience Reflection Field Experience Content-Specific Competency	Candidates effectively used information from the CSC to reflect about preservice performance and make a plan for the future.	Candidates used information from the CSC to reflect about preservice performance and make plan for the future.	Candidates used some information from the CSC to reflect about preservice performance.	Candidates were not able to use the information from the CSC to reflect about what needs to be done.

A raw score of fewer than 13 points indicate unacceptable performance.

Points: _____

Student: _____

Reviewers: _____

Recommendations:

*Note: All candidates are placed with cooperating teachers who teach Social Studies content using standards-based curriculum. The content that candidates teach varies due to the interdisciplinary nature of the Social Studies.