Assessment #4: Pedagogical and Professional Knowledge, Skills, and Dispositions (Assessment that Demonstrates Candidates' Knowledge, Skills, and Dispositions are Applied Effectively in Practice)

a. Description of assessment and its use in the program

The assessment consists of evaluation of teacher candidates by their field supervisors.

b. Alignment with NCSS Standards

Standard 3a aligns to this assessment because TC regularly assess students over the course of their Clinical 2 placement and use of authentic assessment is part of the evaluation criteria for the course.

Standard 3b aligns to this assessment because TC design and implement their own lesson plans throughout the clinical experience. Since candidates at our institution assume their cooperating teacher's full schedule, this means they are often planning for two preps and assume a significant amount of responsibility in the area of planning.

Standard 3e aligns to this assessment because TC are encouraged to support students as necessary, use multiple forms of assessment, and utilize prior knowledge, student assets and characteristics in their planning and Clinical 2 teaching.

Standard 4a aligns to this assessment because TC use knowledge of their students in their planning. TC are encouraged to consider the criteria in this standard as they plan for their edTPA submission.

Standard 4b aligns to this assessment because a standard criteria for the evaluation of effectiveness for teacher candidates is the extent to which they use collaborative teaching strategies and incorporate diverse instructional resources into their Clinical 2 placement.

Standard 4c aligns to this standard because TC utilize these ideas in their practicum and every lesson is ideally supposed to end with students making conclusions about what they learned that day. TC must also make content relevant and accessible to their students' lives.

c. Brief analysis of data findings

Fall 2019- At least 5 TC scored exceptional in all the categories. The lowest incidences of exceptional were in Standards 3a, 4a, and 4c.

d. Interpretation for how data provide evidence for meeting standard components.

This is an admittedly small sample, but the data provided here suggests students are meeting the standards for this assessment. The data suggests some weaknesses with use of assessment and knowledge of students' assets in planning.

e. Description of the assessment

n/a

f. Rubric for this assessment

Figure 2. HED 490 Teaching Performance Rubric				
	Exceptional (Target)	Proficient (Acceptable)	Developing (Below average)	Needs Improvement (Unacceptable)
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	TC routinely incorporates authentic assessments in practicum experience and uses assessments to evaluate student progress and performance on planned learning experiences.	TC uses authentic assessments in places in the practicum experience and uses assessments to evaluate student progress and performance on planned learning experiences in various places.	TC minimally uses authentic assessments in practicum experience.	TC does not use authentic assessments in practicum experience or to evaluate student progress and performance on planned learning experiences.
3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	TC effectively creates learning experiences that engage learners in social studies content and social studies disciplinary inquiry approaches. Appropriate resources are used to support student learning.	TC sometimes creates learning experiences that engage learners in social studies content and disciplinary inquiry. There is some use of resources.	Learning experiences minimally engage learners in disciplinary inquiry. Use of resources needs to be improved.	Learning experiences do not engage students in disciplinary inquiry.
3e. Candidates engage learners in self-assessment	TC designs and implements lessons that call on students to	Some lessons designed by TC call on students to reflect on and	TC lessons call on students to reflect on and assess their own	Lessons do not call on students to reflect on and

practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	reflect on and assess their own learning.	assess their own learning.	learning in a few places, but improvement is needed in this area.	assess their own learning.
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	TC designs and implements lessons that are differentiated effectively, meet the needs of specific students, and are relevant to students' lives and backgrounds.	TC designs and implements lessons that are differentiated adequately and in places are relevant to students' lives and backgrounds	TC lessons are sometimes differentiated and are occasionally relevant to students' lives and backgrounds	Lessons are not differentiated effectively and are not connected to students' lives and backgrounds
4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	TC routinely designs and implements learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines.	TC sometimes designs and implements learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines.	In places TC designs and implements learning activities that are collaborative, engaging, and contain relevant resources.	TC does not designs and implement learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines.

4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	TC designs and implements lessons that make connections to present day life and to present day issues.	TC designs and implements lessons that in places make connections to present day life and to present day issues.	TC designs and implements lessons that minimally make connections to present day life and to present day issues.	TC lessons do not make connections to present day life and to present day issues.

g. Charts that provide candidate data derived from the assessment

Rubric View: Rubric

	Exceptional (Target) (4 pts)	Proficient (Acceptable) (3 pts)	Developing (Below average) (2 pts)	Needs Improvement (Unacceptable) (1 pts)	Mean	Mode	Stdev
Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	5	3	0	0	3.625	4.000	0.484
Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	6	2	0	0	3.750	4.000	0.433
Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	6	2	0	0	3.750	4.000	0.433
Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	5	3	0	0	3.625	4.000	0.484
Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	6	2	0	0	3.750	4.000	0.433
Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	5	3	0	0	3.625	4.000	0.484

Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	5 (62.50%)	3 (37.50%)
Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	6 (75.00%)	2 (25.00%)
Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	6 (75.00%)	2 (25.00%)
Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	5 (62.50%)	3 (37.50%)
Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	6 (75.00%)	2 (25.00%)
Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	5 (62.50%)	3 (37.50%)

Legend: ■ Exceptional (Target)   ■ Proficient (Acceptable)   ■ Developing (Below average)   ■ Needs Improvement (Unacceptable)

Roster View: Rubric

Student	Assessor	Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.
Quinn Brandt	John Kroschwitz II	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Proficient (Acceptable)	Exceptional (Target)	Exceptional (Target)
Hannah Cuesta	Mary Kostula	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)
Zachary Johnson	Christine Fogler	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)
Benny Lavariega	Christine Fogler	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)
Justin Lewbel	Michael Marino	Proficient (Acceptable)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)
Kiera Malley	Robert Nagy	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)
Casey Oneill	Mary Kostula	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)	Proficient (Acceptable)
Eric Struble	Robert Nagy	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Exceptional (Target)	Proficient (Acceptable)