SOCIAL STUDIES-HISTORY

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

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Component 2: Differentiation in Instruction

a. Knowledge of Students (KOS)

- Aside from the information asked for in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, cliques/groups, etc.)?
- Remember that the two students whose work is selected will have to be described as learners in detail just before you analyze their work.

b. Valuing Diversity (DIV)

- What you do to promote fairness, equity, and access for all students? (Be specific.)
- What precisely do you do to remove as much bias as possible when you are scoring the writings? (Cite an example.)
- How do these writings promote understanding of others? (Cite an example.)
- How does your lesson take the differences between students into account? (Cite an example.)

c. Goals/Connections (G/C)

- What is the overarching goal for the year addressed in the assignments?
- What are the specific goal(s)/objective(s) for the unit?
- What are the objective(s) for each assignment?
- How do those objectives tie to the overarching goals?
- Are the objectives measurable?
- What is the specific content being taught?

d. Assignments (A)

- How do these assignments meet the students' needs?
- Have you provided examples of how the assignments were planned taking into consideration the students' strengths, weaknesses, and interests?
- Have you told the assessor exactly what the students were asked to do?
- What was the rationale for making this assignment? (Make sure you tie it into the goals/objectives and student needs.)

e. Instructional Resources (IR)

- What resources did you use relating to this lesson sequence?
- Was there a variety of resources used?
- Why did you use these resources with these students and with this lesson?

f. Writing as a Thinking Tool (WTT)

- ❖ Is each writing interpretive, analytical, or persuasive?
- ❖ What was the rationale for choosing this particular assignment for teaching this concept?
- ❖ How does each assignment require students to use higher-order thinking skills?

g. Inter/Intra-Disciplinary Approach (ID)

- ❖ Which disciplines or sub-disciplines are connected here? (You may connect SSH with math, science, FACS, or any other discipline; you may, instead, connect two social studies sub-disciplines such as geography and history, geography and sociology, economics and psychology, etc.)
- ❖ Why is this connection important to the learning of these students?
- ❖ Make sure that the above connections are strong.

h. Analysis (ANA)

- ❖ What does the evidence show and what does it mean?
- ❖ Did the student(s) achieve the goal(s)?
  - If yes, cite specific evidence that proves that.
  - If no, cite evidence that shows what needs to be worked on.
- ❖ Were any modifications made to the initial plan during the sequence?
- ❖ If so, what evidence from the student responses justified the modifications (rationale for change)?
- ❖ Give rationale for your comments on the students' papers.
- ❖ What strengths and misconceptions on the part of the students do you find?
- ❖ What future techniques will you use to correct the misconceptions?

i. Feedback (FB)

- ❖ How does the feedback you gave to the students affirm their strengths and correct their misconceptions?
- ❖ What was the rationale for your feedback?

j. Content Knowledge (CK)

- ❖ Do you have examples/statements that show content and/or pedagogical knowledge?

k. Reflection (R)

- Do you identify and provide evidence from the student work that dictates the next step(s) in this instructional sequence?
  - Re-teach specific information.
  - Extend activity based on student interests/needs.
  - Fill in gaps; provide clarification of concepts.
  - Modify pacing (accelerate or slow down instruction).
- What alternative approaches could you use for the next steps?
- What student needs justify these strategies?
- What was successful in this lesson and why? What was not successful and why not?
- What changes did you or could you make to this lesson? How would this meet student needs?
- What did you learn (good and/or bad) from this lesson that can be transferred to future lessons with these or other students?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

- Aside from the Information asked for in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, cliques/groups, etc.)?
- Did you provide some individual examples of different learning needs for some of your students?

b. Goals/Connections (G/C)

- What is the overarching goal for the year addressed in the assignments?
- What are the specific goal(s)/objective(s) for the unit?
- What are the objective(s) for this lesson?
- How do those objectives tie to the overarching goals?
- Are the objectives measurable?
- Why is this lesson being taught as a whole-class lesson, small-group lesson or other instructional format? (The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.)

c. Instruction (INS)

- What was the sequence of instruction for the unit?
- What was the specific content being taught?
- How do these instructional strategies deepen student understanding of social studies concepts?
- How do these instructional strategies foster civic competence (e.g., promote voting, promote tolerance of other's views, promote participation in government)?
- How do these instructional strategies facilitate reasoning and thinking?

d. Learning Environment (LE)

- What do you do to encourage students to participate in the lesson and to make them feel comfortable in your classroom. Cite an example from the video.
- How do you foster equity among your students? Cite an example from the video.
- How have you established a safe, fair, equitable, and challenging environment that promotes engagement and interactions among the students?
- How have you created a student-centered learning environment that supports collaboration?

e. Engagement (ENG)

- How does the video show that the students appreciate, or are learning to appreciate, diverse opinions?
- Cite specific examples of significant student-student interaction.
- Does the video should show both teacher-student and student-student interaction?
- Cite examples of how student discourse relates to the topic even when you are not with them (such as how one group continues working when you leave to work with another group).

f. Assessment (ASMT)

- How did you assess the students on this lesson?
- Why was the assessment an appropriate method for this class based on your knowledge of the students?
- In what way did your assessment provide feedback to students?
- What evidence can you cite that the feedback had an impact upon student learning?

g. Analysis (ANA)

- What specific examples from the video show students meeting the goal(s)? How does it show this?
- What specific examples from the video show students' needs for the future? How does it show this?
- How did your planning and actions during the lesson enhance student attainment of the goal(s)?

h. Civic Identity/Social Understanding (CI/SU)

- What specific interactions on the video show enhanced student learning?
- What specific interactions on the video show the development of students' social and civic identities?
- What specific interactions on the video show the promotion of understanding of social systems?
- In what ways have you fostered Inquiry, critical reflection, evidence-based reasoning, and public deliberation?

i. Reflection (R)

- Did your students achieve the goal(s)? Cite examples that show this?
- What was successful in this lesson and why? What was not successful and why not?
- What changes did you or could you make to this lesson? How would this meet student needs?
- What did you learn (good and/or bad) from this lesson that can be transferred to future lessons with these or other students?
- Did you address both the students who participated actively and those that did not?

Component 4: Effective and Reflective Practitioner

Do the forms and collect the evidence before beginning work on the written commentary.

a. Knowledge of Students (KOS)

- Have you collected statistical, anecdotal, and empirical evidence?
- Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

b. Use of KOS (USE)

- Did you use the information collected to describe the entire class?
- Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- Did you analyze and synthesize the information to discern patterns from the information you attached?
- Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- Did you analyze all the information to determine what was useful in describing the class?
- In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because…"; "The formative assessment ties to the class' strengths/needs because…"; "The summative assessment ties to the goals because…"; "The summative assessment ties to the class' strengths/needs because…"?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented you're analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

f. Feedback (FB)

- Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer Is better than another on a multiple choice test?

g. Student Self-Assessment (SSA)

- Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

h. Professional Learning Need (PLN)

- Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- Did you cite examples from the attached evidence when answering the previous question?

i. Student Need (SN)

- Does the student need highlight something that was **needed** but out of the ordinary?
- Was the need school-wide or class specific or even student specific? Di you state this in the commentary?
- Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- Do you know what true collaboration entails?

- ❖ Did you're answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

j. Reflection (R)

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?