

Assessment of Subject-Specific Pedagogies -History-Social Science

Directions:

1. Throughout the semester, look for evidence that the candidate addresses the subject specific pedagogies listed below while teaching and working with students
2. During the last half of the semester, identify 5-7 of the pedagogies to look at as part of a formal observation. Debrief with the candidates to help them reflect on these subject specific pedagogies - both strengths and areas for growth .
3. At the end of the semester, assess the candidate's progress on these subject specific pedagogies. Note that this is about progress - you will also assess at the end of Student Teaching (Spring semester). Provide your overall assessment on the recommendation form that will be sent to you using the following criteria:

Criteria (for the overall assessment of subject-specific pedagogies):

Exceeding (4): The candidate *has exceeded expectations by consistently and effectively* engaging in many of the pedagogies at the level beyond a beginning teacher.

Meeting (3): The candidate *consistently and effectively* engages in many of the pedagogies at the expected level of a beginning teacher.

Approaching (2): The candidate *effectively engages in* some of the pedagogies at the expected level of a beginning teacher, *but needs continued support for* other pedagogies.

Attempting (1): The credential candidate has *attempted to engage in some of the subject specific pedagogies*, but *needs significant support* in order to effectively meet the expected level of a beginning teacher.

List of Subject Specific Pedagogies - History-Social Science (from the California Commission on Teacher Credentialing)

- The credential candidate demonstrates the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards.
- The credential candidate enables students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students.
- The credential candidate teaches history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence.
- The credential candidate helps students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence.
- The credential candidate helps students engage with questions and topics of disciplinary

significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues.

- The credential candidate uses timelines and maps to reinforce students' sense of temporal and spatial scale.
- The credential candidate teaches students how social science concepts and themes provide insights into historical periods and cultures.
- The credential candidate helps students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- The credential candidate teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject relevant texts and graphic/media representations presented in diverse formats.
- The credential candidate teaches students to write argumentative and expository text in the content area.
- The credential candidate connects the understandings of people, events, and debates to broad themes, concepts and principles and relates history-social science content to broader contextual understandings so that students better understand their current world.
- The credential candidate teaches students how cultural perspectives inform and influence understandings of history.
- The credential candidate selects and uses appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.
- The credential candidate asks questions and structures academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors.
- The credential candidate creates classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encourages students to reflect on and share their insights and values.
- The credential candidate designs activities to illustrate multiple viewpoints on issues.
- The credential candidate provides students with the opportunity to use media and technology as tools to enhance their understanding of the content area.
- The credential candidate monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.
- The credential candidate provides students with the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- The credential candidate assures that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.