

**History and Social Science Education
Portfolio Evaluation**

Student Name Ashton Hoff

Evaluator Ashton Hoff—self evaluation

This evaluation is modeled after recommendations from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards from the International Society for Technology in Education (ISTE). Please complete the evaluation using the following scale and descriptors:

3 - Distinguished: The candidate exhibits superior mastery of the knowledge, skills or dispositions required by the standard. The candidate substantially exceeds expectations by providing multiple layers of connected and convincing evidence to show exceptional performance in meeting the professional principle.

2 - Proficient : The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard. The candidate exceeds minimum expectations by providing multiple sources of clear evidence to make a strong case for meeting the professional standard.

1 - Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. The candidate meets minimum expectations by providing at least one piece of evidence to meet the professional standard.

0 - Unsatisfactory : The candidate exhibits unacceptable performance in relation to the essential knowledge, skills, or dispositions required by the standard. The candidate provides little or no evidence for meeting the standard and does not meet minimum acceptable expectations.

Scoring*:
36-31 – Distinguished
30-24 -- Proficient
23-12 – Basic
0-11 – Unsatisfactory

Total Score 32--distinguished


*Students must score a minimum rating of “basic” on all categories and a “basic” or higher rating on the total evaluation in order to pass the Master’s Comprehensive Exam.




Required items: Candidates from the History and Social Science (Social Studies) Program must include a fully completed version (with detailed and hyperlinked evidence) as part of their Electronic Portfolio. In addition candidates must provide evidence for meeting each of the standards outlined in the matrix below.





Specific Content Area Requirements:

- 10 themed lesson plans and final exam reflections focusing on teaching of NCSS themes.- see social studies addendum.
- Unit plan- spring
- Teaching Philosophy Statement
- Digital History Video and Timeline
- Prior knowledge interview-Fall
- Student growth through writing assignment- spring
- Licensure checklist with Praxis II Scores by total and 6 subcategories
- CV
- Technology Standard checklist
- Self-evaluations on all field assessments and cooperating teachers if possible
- Transcript for education courses
- Log of hours in field- as excel file





ELECTRONIC PORTFOLIO CONTENT REQUIREMENTS

INTASC Standards	Elements	Indicators of Success (This is not an extensive list)	Evidence/Comments (To be completed as a coherent/reflective narrative that links directly to supporting artifacts/evidence by the candidate)	Score
Principle #1  The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Knowledge of Content Use of Interdisciplinary Approaches when Teaching Content Selects Content to Encourage Diverse Perspectives	<ul style="list-style-type: none"> • Lessons and units designed and taught according to professional standards in teaching field • Research and investigations within academic discipline –undergraduate coursework- that then links to lessons developed for the classroom • Reflections on audio taped and/or video taped instruction as evidence for meeting professional teaching standards • Planning/curriculum logs • Journal reflections • Student work showing cross-curricular understandings • Materials and video of social studies alive strategies • Licensure checklist including exams scores- specifically Praxis II by overall score and subcategories: Behavioural science, US history, World history, Geography, Civics and Government, and economics 	Multiple examples of undergraduate coursework—including papers from both minors and major undergraduate subjects. Explained how these helped my teaching in narrative. Used praxis II scores in presentation	<h1>3</h1>

INTASC Standards	Elements	Indicators of Success	Evidence or Comments	Score
Principle #2  The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.	Developmental Characteristics of Students Activates Prior Knowledge and Experiences	<ul style="list-style-type: none"> • Adaptations of materials or of lesson plans • Examples of differentiated curriculum • Audiotape or video tape with analysis • Journal reflections • Planning logs • Prior knowledge interviews • Supporting materials from other classes 	Links to prior knowledge with interview and KWL charts and evidence show opportunities for student growth through their mistakes	2
Principle #3  The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Teaching to Individual Learning Abilities Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted Expectations for Learning and Achievement	<ul style="list-style-type: none"> • Selection of teaching resources and materials designed to meet the needs of a diverse student populations • Teacher reflections on diverse life experiences, cultures, and experiences with diversity in field settings (e.g. teaching philosophy, autobiography, shadow study, self study) • Lesson plans designed to meet the needs of a diverse student population (students with different abilities, ethnicity, socioeconomic backgrounds, languages, special needs, gender) • Journal reflections 	Including such artifacts such as final inclusion project from class on students with disabilities, and training for Univ. of Kansas SIM. (originally researched for special education)	3
Principle #4  The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	Selecting Resources for General Instruction Best Practices: Multiple Teaching Strategies, Active Learning, Modeling Varies Role in the Instructional Process in Relation to Content and Purpose (e.g. instructor, facilitator, coach, audience)	<ul style="list-style-type: none"> • Lesson plans demonstrating a variety of teaching strategies • Unit plans with resource list and rationale • Audio or video tapes with analysis • Journal reflections • Planning logs • TCI strategies 	Including a variety of strategies, such as group project, lectures, movies, and Interactive Notebook. Also included ways for students to self-evaluate to develop their thinking.	2

INTASC Standards	Elements	Indicators of Success	Evidence or Comments	Score
Principle #5  ___The teacher intern 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.	Positive Classroom Climate for Intrinsic Motivation Establishing Expectations for Behavior Organizes and Manages Student Engagement in Tasks	<ul style="list-style-type: none"> Classroom management plans Journal reflections Audio or video tape with analysis Evidence of managing cooperative group work- TCI strategies 	Included two icebreaker activities to showcase the development of a good rapport with students. Reflections from final to show some of the expectations I hold of students,	2
Principle #6  ___The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	Quality of Questions Discussion Techniques with Student Participation Use of Media and Technology	<ul style="list-style-type: none"> Evidence of divergent questions in written plans Sample of student-generated questions Audio or video tapes with analysis Anecdotal observations of student discussions Photographs, web sites Products created by students in Inquiry in Digital Humanities and Methods classes (WebQuests, Digital history lessons, Digital videos, Digital Timeline, Google Earth presentations) Planning logs Journal reflections Lesson plans or units Conceptual maps of curriculum planning 	Two digital movies—one for class and one for my student teaching. Digital action research and a final showing how I used these in my teaching. The research contains observations about students.	3
Principle #7  ___The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.	Purposeful Learning Activities Based on Curriculum Standards Short and Long Term Planning Lesson Plans: Monitoring and Adjustment	<ul style="list-style-type: none"> Lesson plans and unit plans designed and taught according to professional content standards in teaching field Journal reflections on meeting professional content standards Planning logs Audio or video tape with analysis 10 NCSS lessons from Fall Unit plans from spring Curriculum log from spring Final exam spring-reflections on standards Links to NCSS standards and VA SOL 	Both lessons plans and unit plans used to showcase girl. Also used UBD templates to prove I mastered this technique and this way of thinking.	3
Principle #8  ___The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Variety of Formal/Informal Assessment Strategies Assessment Data Used in Lesson Planning/Adjustment Evaluates Criteria and Feedback	<ul style="list-style-type: none"> Authentic assessment system (e.g. rubrics, performance assessments) Student journal entries used for assessment Technology standards checklist- for history and social science Ethics webquest assignments Prior knowledge interview- fall Samples of teacher-made tests/quizzes/diagnostic tools 	Used both formal and informal examples (exit slips and a test). Also showed left side assignments and writing for student growth to show how I have students process information as part of their lesson activities.	3

		<ul style="list-style-type: none">• Collection of before/during/after samples showing student growth: Required (e.g., KWL charts, Writing portfolio samples, prior knowledge interview/lesson planning/analysis, Improvement in essay responses, pre- and post-tests used to analyze instructional effectiveness- Extending student writing Assignment-spring)• Written comments on student work• Journal reflections on decisions based on assessment• Final exam –designing assessments- from methods- fall		
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INTASC Standards	Elements	Indicators of Success	Evidence or Comments	Score
Principle #9  The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others.	Reflections on Teaching Professional Growth	<ul style="list-style-type: none"> Journal reflections "I believe" assignments Educational autobiography and metaphor- Fall and Spring Teaching philosophy statements * Evidence of personal goal setting and subsequent results Classroom inquiry activities (from courses such as 5104 and 5784 as well as student aiding and internship) Articles/books read and subsequent application of knowledge Attendance at professional meetings and subsequent application Active membership in professional organizations Articles written or presentations to faculty 	Included essay review about using current literature in teaching. Also used my two blogs (early field experience and student teaching) to showcase growth in this area. Also included blogs reflecting on two examples of my teaching.	3
Principle #10  The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	Participation in School/District Events and Projects Sensitivity to Student Needs and Awareness of Community Resources Respectful and Productive Communications with Families	<ul style="list-style-type: none"> Evidence of participation in extra curricular activities Participation in team meetings, department meetings, or faculty meetings at school sites Evidence of communication with parents (e.g. newsletter, logs of phone calls) Interactions with web mentor 	Used book group through student teaching to demonstrate how I was part of the school community. Also had email log of conversation with parent.	3
ELECTRONIC PORTFOLIO DESIGN, CONSTRUCTION, AND PRESENTATION REQUIREMENTS				
Design and construction  The design and construction of the electronic portfolio demonstrates technological competence.	ISTE Standards Virginia Technology Standards	<ul style="list-style-type: none"> Opening page with clear overview of purpose and navigation links Consistent site layout (evenness in depth of sections) Legibility of text and font Overall site balanced to navigate with clear connections to opening page Clear captions and explanations that facilitate navigation and understanding of portfolio contents Technology checklist 	Included technology checklist under INTASC 6 and incorporated principles of design into my portfolio. Captions for every image in the portfolio and a clear flow, with clearly labeled tabs.	3
Presentation  Oral presentation to the M.A. Committee demonstrates communicative competence and reflects thorough preparation.		<ul style="list-style-type: none"> Accuracy in spelling and mechanics Ease in navigation Display of professional attitudes Presentation Skills: Clarity, volume, eye contact, etc. Includes completed evaluation form. 	Some minor technology complications but overall a smooth presentation as evidence by my back up plan. Very professional.	2