

# **Evaluation of Evidence Guide**

Adolescence and Young Adulthood/Social Studies-History  
Portfolio Entry 1

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals and as social studies-history learners) and teaching context.
  - b) **VALUING DIVERSITY (DIV):** Measures taken to ensure fairness, equity, and access for all students.
  - c) **GOALS/CONNECTIONS (G/C):** Goals, and connections between goals, students' needs, the writing assignments, and the instruction. Also, SS-H content and processes addressed by the goals.
  - d) **ASSIGNMENTS (A):** What students were asked to do; how the assignments fit into the larger goal.
  - e) **INSTRUCTIONAL RESOURCES (IR):** Use of a variety of resources to enhance learning.
  - f) **WRITING AS A THINKING TOOL (WTT):** Use of analytic, persuasive, or interpretive writing to develop thinking and reasoning; use of evidence to support reasoning.
  - g) **INTER/INTRA-DISCIPLINARY APPROACH (ID):** How connections are made between SS-H and other disciplines or sub-disciplines; strength of the connections, and whether they enhance student learning.
  - h) **ANALYSIS (ANA):** Teacher's description and analysis of student responses and the students' development as SS-H writers and thinkers. Is the analysis accurate, complete, specific, showing awareness of student understandings and misunderstandings?
  - i) **FEEDBACK (FB):** Feedback to students.
  - j) **CONTENT KNOWLEDGE (CK):** Teacher's SS-H content and pedagogical knowledge.
  - k) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does instruction promote this student’s growth in reasoning, writing, and understanding in social studies-history? (ANSWER FOR EACH STUDENT.) For each student, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about student ← → goals ← → instruction
  - instruction ← → teacher’s analysis of the student work ← → feedback to students
  - the student work ← → feedback ← → reflection (i.e., quality of “fit”: do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)
3. **Does the teacher make good use of interpretive, analytic, or persuasive writing as a way of deepening student understanding of social studies-history? Consider:**
- whether the assignments facilitated students’ reasoning in one or more of the writing genres
  - how students were taught and expected to use evidence to support their reasoning, and the quality and range of the sources of evidence used
  - the quality of the interdisciplinary or intradisciplinary connections—did they enhance student learning?
4. **Think about the performance as a whole. Overall, what is the nature of the evidence of the teacher’s ability to use writing assignments to advance students’ analytic, persuasive, or interpretive writing skills and to enhance their reasoning about important social studies-history topics by drawing on various sources of evidence? Think about:**
- the assignments/prompts and the teacher’s rationale for using them
  - the student work and the teacher’s analysis of student work
  - your judgment of the effectiveness of the instruction for each of the two students
  - the contextual and reflective information provided in the commentary

# Evaluation of Evidence Guide

Adolescence and Young Adulthood/Social Studies-History  
Portfolio Entry 2

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals and as social studies-history learners) and teaching context.
  - b) **GOALS/CONNECTIONS (G/C):** Goals, and connection between goals, student needs, and instruction. Is the rationale for whole-class lesson appropriate, given instructional goals and student needs?
  - c) **INSTRUCTION (INS):** What happens in the instructional sequence, including the lesson featured on the video recording; the instructional strategies used by the teacher during the lesson; whether the instruction deepens students' SS-H understanding and fosters civic competence.
  - d) **LEARNING ENVIRONMENT (LE):** Is there evidence of a supportive learning environment that encourages and fosters trust and equity, enhances learning, and develops civic competence?
  - e) **ENGAGEMENT (ENG):** Engagement in the whole-class lesson on the video recording, including verbal and nonverbal signs of interest; relevance of discourse to the featured topic; appreciation of diverse perspectives.
  - f) **REAL-WORLD CONNECTIONS (RWC):** Ways the instruction leads students to make connections between the SS-H topic and real-world contexts that are meaningful to them.
  - g) **ANALYSIS (ANA):** Analysis of the video recording—is it accurate and insightful?
  - h) **CONTENT KNOWLEDGE (CK):** Teacher's SS-H content and pedagogical knowledge.
  - i) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does the lesson on the video recording come together with the rest of the instruction to facilitate students' growth in social studies-history understanding? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about the students ← → the goals ← → the sequence of instruction
  - the sequence of instruction ← → the teacher's analysis ← → the reflection
  - the written commentary ← → what you saw on the video recording (i.e., quality of “fit”: do the two sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to deepen student understanding of important social studies-history ideas and concepts that foster civic competence and connect social studies-history to the world beyond the classroom through a whole-class lesson? Think about:**
- the sequence of instruction
  - the written commentary
  - the evidence from the video recording itself
  - the links between the different aspects of the performance

# Evaluation of Evidence Guide

Adolescence and Young Adulthood/Social Studies-History  
Portfolio Entry 3

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals with diverse backgrounds and as social studies-history learners) and teaching context.
  - b) **GOALS/CONNECTIONS (G/C):** Goals, and connection between goals, student needs, and instruction. Is the rationale for small-group interaction appropriate, given instructional goals and student needs?
  - c) **INSTRUCTION (INS):** What happens in the instructional sequence, including the lesson featured on the video recording; the instructional strategies used by the teacher in the small-group interactions and whether they facilitate reasoning and thinking; whether the instruction deepens students' SS-H understanding.
  - d) **CONTENT KNOWLEDGE (CK):** Teacher's SS-H content and pedagogical knowledge.
  - e) **LEARNING ENVIRONMENT (LE):** Is there evidence of a supportive classroom environment that ensures fairness, equity, and access for all students?
  - f) **ENGAGEMENT (ENG):** Engagement in discourse on the video recording, including verbal and nonverbal signs of interest; relevance of discourse to the featured topic; quality of student-student and student-teacher interactions.
  - g) **CIVIC COMPETENCE/SOCIAL UNDERSTANDING (CC/SU):** Specific examples of interactions that enhance student learning, develop their civic competence and promote social understanding?
  - h) **ASSESSMENT (ASMT):** Is the assessment of student learning accurate and appropriate? Is the method(s) used appropriate?
  - i) **ANALYSIS (ANA):** Analysis of the video recording—is it accurate and insightful?
  - j) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does the segment on the video recording come together with the rest of the instruction to develop students' civic competence and promote social understanding? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about the students ← → the goals ← → the sequence of instruction
  - the sequence of instruction ← → the teacher's analysis ← → the reflection
  - the written commentary ← → what you saw on the video recording (i.e., quality of “fit”: do the two sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to use small-group interaction to examine an important topic in social studies-history in order to develop students' civic competence and promote social understanding? Think about:**
- the sequence of instruction
  - the written commentary
  - the evidence from the video recording itself
  - the links between the different aspects of the performance

# Evaluation of Evidence Guide

Adolescence and Young Adulthood/Social Studies-History  
Portfolio Entry 4

## 1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates.
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
  - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that teacher fosters two-way dialogue with parents and other interested adults.
  - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby he or she has strengthened his or her knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
  - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within the school or in the wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning.

## 2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher's summary.

3. **Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:**
  - Descriptions ← → supporting documentation ← → Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
  - Supporting documentation ← → development as a learner; leading/collaborating with the professional community; and outreach to families and community ← → Reflective Summary
4. **Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:**
  - Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
  - Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
  - Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)
5. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families and the community, and as a learner? Think about this in terms of the following areas:**
  - Teacher as Partner with Families and Communities
  - Teacher as Learner
  - Teacher as Leader/Collaborator