Portfolio Assessment – Social Studies

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UMID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester/Year: \_\_\_\_/\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.

## Evaluation ScaleAn evaluator will examine the portfolio and highlight or circle the appropriate box for each standard based on the following descriptions

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| No artifacts are associated with the standard | The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported. | An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support. | A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported. |

## Imagine

1. Equality - Demonstrates an expectation that all students can learn and are a vital part of the learning community

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

2. Excellence - Demonstrates outstanding content knowledge....

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

...and pedagogical knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.1 Candidate demonstrates ability to plan lessons that integrate multiple standards as appropriate for social studies education | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns****(3)** |
| 2.2 Candidate demonstrates ability to involve students in processes such as critical thinking, identification and utilization of primary sources and other processes as appropriate for social studies education | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.3 Candidate demonstrates ability to appropriately utilize technology and other forms of interactive learning as appropriate for social studies education | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.4 Candidate demonstrates success in planning and teaching content and activities that address at least three of the NCSS content standards | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

3. Caring - Displays sensitivity to students' needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Innovate

4. Collaboration - Works with relevant stakeholders to advance student learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

5. Practice - Designs and uses educational environments and instructional practices to meet all students’ needs, abilities, and interests.

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

6. Assessment - Understands and thoughtfully uses formal and informal evaluation strategies

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Inspire

7. Professionalism - Models poise, maturity, and sound judgment

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| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

8. Transformation - Engages in continuous self-evaluation and improvement

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

9. Leadership - Acts as a steward of the profession

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Score \_\_\_\_\_\_\_\_\_\_\_\_/39

## Additional Comments: