

Snapshot

All student teachers (“candidates”) will be assessed through EdTPA beginning in Spring 2018. Candidates must successfully demonstrate competence in three key areas: Planning, Instruction, and Assessment.

Each area contains 5 “rubrics” - 15 rubrics total — all of which are covered across two courses in our major (HIS 3626 and CI 3100).

Rubrics

Planning

Planning for History/Social Studies understandings

Planning to support varied student learning needs

Using knowledge of students to inform teaching & learning

Identifying and supporting language demands

Planning assessments to monitor and support student learning

Instruction

Learning environment

Engaging students in learning

Deepening student learning

Subject-specific pedagogy

Analyzing teaching effectiveness

Assessment

Analysis of student learning

Providing feedback to guide learning

Student understanding and use of feedback

Analyzing students’ language use and History/Social Studies learning

Using assessment to inform instruction

Contact Information

Center for History Education, Dept. of History, Appalachian State University

The Center for History Education (CHE) is located Anne Belk Hall 220. During student teaching, candidates will be formally observed and mentored by a member of our CHE staff. If you have any questions about EdTPA, contact the History Education Director: Dr. Rwan Sibaja. For advising, please contact Donna Bly (her office is across the hall in 214G).

Web: <https://history.appstate.edu/academics/undergraduate-programs/bs-history-social-studies-education>

Social Media: @AppState_HistEd

Reich College of Education - Office of Field Experiences

The Office of Field Experiences manages all field experiences for the Reich College of Education, including your student teaching experience. During your student teaching, an RCOE supervisor will serve as your professor of record, observer, and mentor. This supervisor will work closely with your cooperating teacher, as well as your CHE supervisor, to help you succeed in accordance with EdTPA standards.

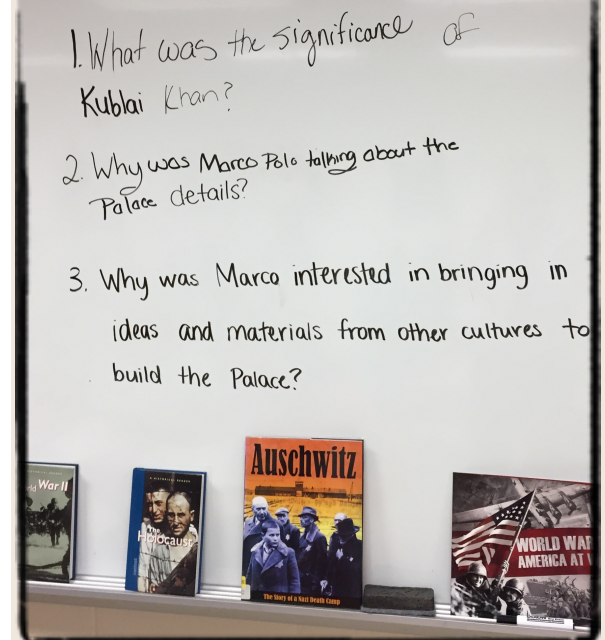
Web: <https://rcoe.appstate.edu/current-students/office-field-experiences/student-teaching>

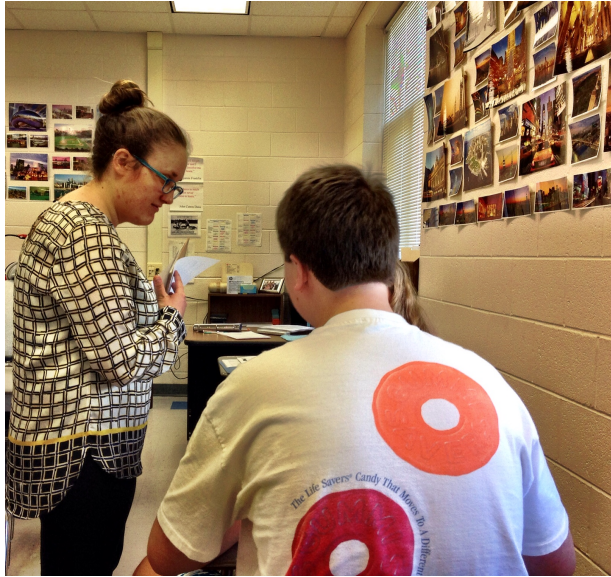
Social Media: @AppstateRCOE



EdTPA

Secondary History/Social Studies Education (9-12)





A Closer Look: 15 Areas of Assessment

1. Planning for History/Social Studies understandings

How do candidates' unit maps & lesson plans help students understand historical facts, concepts, inquiry, interpretation, and analysis? How do students use these skills to build and support arguments?

2. Planning to support varied student learning needs

How do candidates use knowledge of their students to develop learning supports, so that students can begin mastering historical/social science thinking skills?

3. Using knowledge of students to inform teaching & learning

How do candidates use knowledge of their students to justify instructional plans (as outlined in unit maps and lesson plans)?

4. Identifying and supporting language demands

How do candidates identify and support history/social studies language demands with key learning objectives? (i.e. the terms, phrases, and syntax used in our history/social studies)

5. Planning assessments to monitor and support student learning

How are assessments (formative/summative) designed to monitor students' progress toward understanding historical facts, concepts, inquiry, interpretation, and analysis?



6. Learning environment

How do candidates demonstrate a positive learning environment that promotes student engagement?

7. Engaging students in learning

How do candidates actively engage students in historical inquiry, interpretation, or analysis of primary/secondary sources (in order to build and support arguments)?

8. Deepening student learning

How do candidates elicit student responses that encourage inquiry, interpretation, and analysis of sources (in order to build and support arguments)?

9. Subject-specific pedagogy

How do candidates support students in using evidence from sources as they interpret/analyze to make claims?

10. Analyzing teaching effectiveness

How do candidates use evidence to evaluate and change teaching practices in order to meet students' needs?

11. Analysis of student learning

How do candidates analyze evidence of student learning of history/social studies skills (understanding of historical facts, concepts, inquiry, interpretation, and analysis) to build and support arguments or conclusions?

12. Providing feedback to guide learning

What type of feedback does the candidate provide students to help them master history/social studies skills & concepts, and be successful in meeting learning targets?



13. Student understanding and use of feedback

How do candidates help students understand and use feedback in order to guide their own learning?

14. Analyzing students' language use and History/Social Studies learning

How do candidates analyze students' use of history/social studies-specific language to develop content understanding?

15. Using assessment to inform instruction

How do candidates use the analysis of what students know and are able to do to plan the next steps in instruction?