

# *Social Studies Performance Assessment Guide for Kent State Mentor Teachers and University Supervisors*

Thank you for contributing to the development of social studies teachers from Kent State University. This packet includes several documents to assist you this year in your assessment of ADED, MCED, and MAT social studies teachers. I appreciate your help in assuring excellence in our program.

Alicia R. Crowe, Ph.D.  
Assistant Professor

## **Contact Information:**

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If you have questions about ...

your role as a supervisor of student teachers then contact Gretchen Espinetti;

the social studies assessment tool or the process for the social studies assessment,  
contact Bette Brooks or Alicia Crowe;

The social studies education courses contact the instructor.

If you have concerns about ...

a student's social studies performance, contact the student's instructor, Alicia Crowe, and/or Bette Brooks;

a student's general teaching performance, contact Gretchen Espinetti.

# *Undergraduate Secondary Social Studies Assessment Tool Procedures*

**Fall practicum:** This semester the assessment tool is formative in nature. It is to gauge where teacher candidates are in specific social studies terms.

University supervisors:

- Observe the prospective teacher teaching two times and keep notes.
- Complete a *practicum form*.
- Meet with the teacher candidate and the cooperating teacher (same time as the December debriefing meeting) and discuss where the teacher candidate (the KSU student) is in terms of their social studies teaching.
- Bring/ send your practicum form and the cooperating teacher's to Bette Brooks.

Cooperating teachers:

- Observe the teacher candidate teaching during the unit and any other lessons and keep notes.
- Complete a *practicum form* based on all observations.
- Meet with the teacher candidate and the university supervisor (same time as the December debriefing meeting) and discuss where the teacher candidate (the KSU student) is in terms of their social studies teaching.
- Give your practicum form to the university supervisor.

**Spring student teaching:** During this semester, there is one formative tool and one summative assessment tool.

University supervisors:

- Observe the prospective teacher teaching a minimum of 5 times and keep notes.
- At mid-term, complete a *mid-term form*.
- At mid-term, meet with the teacher candidate and the cooperating teacher (same time as the regular mid-term) and discuss where the teacher candidate is in terms of their social studies teaching. Be sure to explain areas that the student must show adequate evidence of.
- At the end of the term, complete the *summative form*.
- At the end of term, meet with the teacher candidate and the cooperating teacher (same time as the regular final meeting) and discuss the teacher candidate's performance in terms of their social studies teaching. At the end of the conference all members should know which strands the student must address during student teaching, areas that need remediation, and areas of excellence.
- Bring/ send your final form and the cooperating teacher's final form to Bette Brooks.

Cooperating teachers:

- Conduct formal and informal observations throughout the semester and keep notes.
- At mid-term, complete a *mid-term form*.

- At mid-term, meet with the teacher candidate and the university supervisor (same time as the regular mid-term) and discuss where the teacher candidate is in terms of their social studies teaching. Be sure to explain areas that the student must show adequate evidence of.
- At the end of the term, complete the *summative form*.
- At the end of term, meet with the teacher candidate and the university supervisor (same time as the regular final meeting) and discuss the teacher candidate's performance in terms of their social studies teaching. At the end of the conference all members should know which strands the student must address during student teaching, areas that need remediation, and areas of excellence.
- Give your final form to the university supervisor at this meeting.

**Paperwork:** Supervisors and cooperating teachers should retain their notes for future reference but the day-to-day observation forms do not need to be submitted to the College of Education. The forms with the grid and narrative comments from both the supervisor and cooperating teacher are to be sent to Bette Brooks.

**Criteria for quality:**

Exemplary: Outstanding understanding of content AND ability to help students learn the ideas/concepts/skills of the strand

Acceptable: Teacher candidate consistently demonstrates knowledge of subject matter related to strand and teaches lessons that help his/her students learn subject matter related to strand

Marginal: Inconsistent demonstration of knowledge of subject matter related to strand and inconsistent ability to help his/her students learn subject matter related to strand

Unsatisfactory: Content errors and/or lesson design did not help students understand the ideas/concepts/skills related to the strand

No evidence: There was no evidence of this strand in any observed lessons.

## **Criteria for progress and completion:**

### **Overall**

*Evidence, over the year, of the teacher candidate teaching all strands above an unsatisfactory level must be observed to complete the program.*

### **Fall practicum**

Mandatory remediation before student teaching for any "unsatisfactoriness."

### **Student teaching**

Teacher Candidates Pass If:

- No unsatisfactory marks and
- 7 strands must be exemplary or acceptable of which these four (TCC, PAG, CIP, PPE) plus the strands most closely tied to the placement must be part of the seven for example, if he/she is teaching Economics then PDC must be E or A.

Teacher Candidates Fail If:

- One or more unsatisfactoriness

And/or

- Less than 7 strands are exemplary or acceptable;

And/or

- One of the four major strands, (TCC, PAG, CIP, PPE) are marginal;

And/or

- Student is marginal in the strand most closely tied to the placement for example, if he/she is teaching Economics and is marginal in PDC.