| A | Indicator not Substandard. Spelling of rationale. Think of Soc St as discipline, not category. How is artifact related to your beliefs about teaching and learning? How can you connect your courses to what you believe about ...  
• Full of generalities. Does not give evidence of understanding. What are some important concepts, etc?  
• How has course of study helped you in your teaching? Do grades really show understanding of discipline? Give examples.  
• Give reader some evidence that your work in these courses provides you with an understanding of the central concepts of your discipline. Identify something central & tell why you think it is. Proofread.  
• Transcript itself does not demonstrate your UNDERSTANDING. Include an artifact from one of your major courses. Check wording in last sentence.  
• Grades don’t do it. Work you have done give evidence of understanding.  
• Use a unit plan to show major concepts, assumptions, etc. Indicator, not substandard. Rationale, not rational. Additional editing suggestions.  
• Highlight courses that have contributed to soc st content knowledge and another color to show those that have helped you build your background and understandings in teaching methods. Add explanation to highlighting. Speak in greater detail about how this transcript relates to your beliefs about teaching and learning. |
| --- |
| G | Second to last line “of” should be “my”  
• Rationale does not go far enough to describe what it really means to “use multiple resources etc. Not clear on what a solid set of resources really means. Give rationale more thought so that your meaning is clear  
• What were the criteria for eval the items? Typos.  
• Not sure I feel confident in your reviews. Not specific examples. How would these reviews help you present particular ideas and concepts?  
• Proofread  
• Need more description. For a course? Rationale does not address standard.  
• Quick dismissal of the difficulty of some of the readings does not reflect much depth in the evaluation. Usefulness in the classroom would involve a deeper probe of the use of these materials by all students. Identify specific criteria used.  
• Artifact must use “comprehensiveness, accuracy and usefulness” in the criteria. Artifact does not explore comparative materials. Rationale must use same criteria as indicator. Editorial suggestions regarding non-professional terms.  
• More description of artifacts. What is it? Why was it assigned? Which class? What were the criteria used? Expand rationale to include your thinking on use of these kinds of review and how you see them supporting your beliefs etc. |
| J | Personal examples? Did you teach this lesson? unit? What did you get from teaching it that made the topic meaningful to students?  
• Not enough depth in rationale to understand the actual goal and purpose of each subject area in interdisciplinary unit. Budget for students? How do sts problem solve? No detail included.  
• How have you incorporated methods of inq across several subject areas? How does it inter-relate? Your objectives speak to inquiry, but your rationale doesn’t.  
• Highlight the particulars in the artifact that target this particular indicator. Proofread.  
• Need more description. Grade level designed for? Include a detailed lesson plan for this project to identify specifics of the indicator. Rationale OK, but would need revision with added lesson plan.  
• Objectives are weak. Not clear that multiple content area concepts are being taught. They are simply expected. What do you do to crate the connections etc.  
• Artifact must demonstrate knowledge, skills, and methods of inquiry.  
• Add more info about artifact. What? Why? Etc. Include lesson plan to show how you teach it. Tell how it connects. |
| R | Reflection does not get at broader theoretical/philosophical beliefs about teaching.  
• Need personal examples (goes on to explain)  
• How do you meet Standard One? Understanding the discipline, etc.  
• You are missing the focus of this standard, namely understanding the discipline of social studies and being able to create experiences that will help your students also understand.  
• Proofread. Use idea of constructivism in your reflection. How have artifacts in this section informed your abilities to “create learning etc.”  
• Need to reference artifacts used and speak to your growth over time. What have you learned about the field of soc st from the 3 pieces of evidence?  
• Must incorporate & demonstrate terms “central concepts, etc.” Avoid slang.  
• Does not adequately address the ideas of the standard. |
| Q | Confused by 2 sections that both seem to explicate the artifact. Rationale way too long. Retain 1st sentence under Evidence and perhaps some parts of the very last paragraph so artifact is explicitly connected to the rationale. Rationale = 1 page or less.  
Classroom environment more than physical arrangement of classroom. Arranging where students sit to keep them away from others not in spirit of standard. What about enhancing social relationships, encouraging positive social interaction?  
Good example of understanding needs of students individually as well as class needs. Rationale well written.  
Info about each student gives credence to artifact. Good explanation. Minor editing.  
Clearly described artifact. Rationale with artifact provide strong evidence. … etc  
Your thinking about how you do this identifies your level of understanding.  
Artifact must demonstrate “enhance social relationships, etc.” Fourth, not fourthly. Third, not thirdly. How do you prove productive work from seating. No pencil/handwritten work.  
Describing the process helps the reader. How was list of needs created? Danger in assuming truth in the list? |
|---|---|
| E | Way too long. Too much detail. Overwritten. Artifact does not provide evidence of student’s work. Lesson plan outlining steps for meeting, etc. or Reflections from students on their learning or co-teacher’s observation of effectiveness.  
Relating to Indicator Q - why must students then be intentionally separated when they return to desks from morning meeting? How has morning meeting impacted learning?  
Needs editing. Artifact could be improved if you use your plan for morning meeting, followed by outcome/reflection.  
Rationale helped to personalize the artifact. Proofread.  
Artifact - how about records of an actual morning meeting? Provide evidence of who students understand and value the morning meeting. Give more evidence of your use.  
More of what you did to implement the meeting and more about the results.  
Need to include “purposeful learning” Include your lesson plan. Should out.  
Add to rationale a reflection of how morning meeting acts as management tool. How does knowing about one another help a student stay focused, etc. |
| J | Too long. Marginally acceptable artifact. Does not show that student knows how to create & sustain the learning environment. Might ask student for another choice of artifact.  
Good activity. Acceptable but suggest you consider adding some examples of how students responded to activity, etc.  
Margin notes help to identify some relevant parts.  
Artifact provides strong evidence. Rationale provides strong connection to indicator.  
Highlighting specifics that speak to self-esteem and interpersonal relations would be helpful. |
| R e f l e c t i o n | Explains teaching philosophy, but not sure has fully linked philosophy with classroom practice with standard. Acceptable, but not outstanding.  
Go back to standard & connect piece about organization more clearly as it relates to motivation & learning.  
Reveals growth. Include section how this work informs future practice. Last paragraph needs more depth in how this relates to the Learning Environment standard, even using the Lrn env words would be helpful.  
Good job on this standard.  
Reflection connects well.  
Good specific summary  
Need to show “active engagement in learning” and “self-motivation”  
Good writing about your beliefs |