

Professional Statement - Social Studies



You may wish to change your printer settings to “landscape” mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
5A: CANDIDATES USE THEORY AND RESEARCH TO CONTINUALLY IMPROVE THEIR SOCIAL STUDIES KNOWLEDGE, INQUIRY SKILLS, AND CIVIC DISPOSITIONS AND ADAPT PRACTICE TO MEET THE NEEDS OF EACH LEARNER.	Candidates make explicit connections to principles of theory and research to continually improve social studies knowledge, inquiry skills, and civic dispositions to systematically adapt teaching practice to attend to the needs of each learner.	Candidates use theory and research to improve social studies knowledge, inquiry skills, and civic dispositions to modify teaching practices to meet the needs of learners.	Candidates reflect on social studies knowledge, inquiry skills, and civic dispositions.	Candidate does not reflect on social studies knowledge, inquiry skills, and civic dispositions.
5B: CANDIDATES EXPLORE, INTERROGATE, AND REFLECT UPON THEIR OWN CULTURAL FRAMES TO ATTEND TO ISSUES OF EQUITY, DIVERSITY,	Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	Candidates explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and/or social justice.	Candidates recognize they have cultural frames.	Candidates does not provide evidence of recognizing their cultural frames.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
ACCESS, POWER, HUMAN RIGHTS, AND SOCIAL JUSTICE WITHIN THEIR SCHOOLS AND/OR COMMUNITIES.				
5C: CANDIDATES TAKE INFORMED ACTION IN SCHOOLS AND/OR COMMUNITIES AND SERVE AS ADVOCATES FOR LEARNERS, THE TEACHING PROFESSION, AND SOCIAL STUDIES.	Candidates use knowledge of issues of injustice to take informed action in schools and/or communities that challenges the effects of injustice on learners, the teaching profession, and/or the field of social studies	Candidates are knowledgeable of issues of injustice and take informed action that models civic leadership in schools and/or communities.	Candidates are aware of issues that affect schools, communities, learners, teaching, and the field of social studies.	Candidates does not provide evidence of awareness of issues that affect schools, communities, learners, teaching, and the field of social studies.