

Standards and Competencies Assessed Through the Performance Task
 Quinnipiac University, June, 2003

We assess teacher candidates and their “knowledge” by asking them to illustrate their abilities as follows:

- I. Students 1. a. “construct learning opportunities that support students’ development, acquisition of knowledge, and motivation...”¹
- I. Students 2. b. “...incorporat[e] students’ experiences ... into learning.”
- I.4. show that they “understand the central concepts and skills, tools of inquiry and structures for the discipline(s) they teach.”
- I. Content 4. a. “becom[e] knowledgeable about principles and concepts of the subject to be taught and presenting appropriate lesson content.”
- I. Content 4. b. “us[e] computer and information technology ...”
- I. Content 4. c. “utiliz[e] national and state standards ...”
- I. Pedagogy 5. a. show that “the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum
- I. Pedagogy 6. a. “recogniz[e] individual differences in approaches to learning...”
- SSI. “use their subject-matter knowledge and the disciplinary thinking that is at the heart of history/social studies to plan and promote meaningful and challenging learning connected to important social studies themes.”

We assess how teacher candidates “apply this knowledge” by asking them to:

- II.1. “plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
- II. Planning 1. b. select “appropriate materials—including a wide range of technological resources....”
- II. Planning 1. c. “sequenc[e] learning tasks into coherent units of instruction...”
- II.2. show that they can plan to “select and/or create learning tasks that make subject matter meaningful to students.

¹ All quoted material comes from the noted sections of Connecticut’s Common Core of Teaching.

- II. Planning 2. a. design “tasks that meet curricular goals, build upon students’ prior learning, and advance the student toward important learning goals
- II. Planning 2. b. show that they can plan to address “various learning styles,”
- II. Instructing 4. a. develop “effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives”
- II. Instructing 4. b. show that they can plan to employ “techniques that address a variety of learning styles...”
- II. Instructing 4. c. show that they can plan to “promot[e] the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts”
- II.7. “use various assessment techniques to evaluate student learning and modify instruction as appropriate.”
- SSIV. show that they can plan to “ensure that all students have an opportunity to develop essential social studies skills and know that skills and content should be learned together.”
- SSV. show that they can plan to “engage students in learning experiences that are integrated by establishing linkages, both within the themes and disciplines of history/social studies and across other academic disciplines.”
- SSVI. show that they can plan to “promote students’ use of inquiry and critical thinking to explore history/social studies and ensure that all students have an opportunity to pursue challenging content knowledge and learning experiences.”

We assess teacher candidate preparation to “demonstrate professional responsibility through”:

- III. Reflection and Continuous Learning 3. “*continually engag[ing] in self-evaluation of the effects of their choices and actions on students...*”

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