GD: Social Studies Education

1) What evidence do you have to support your response that you use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making? (InTASC Standards 6; CAEP 4.1).

In my classroom, I have implemented multiple formative assessments that include Google Forms and daily practice questions. These guide my direct instruction of new concepts. For my centers and MTSS period, I implement multiple weekly Freckle and STAR custom assessments to gauge students' mastery of concepts. This directly aligns with the MTSS framework of continual and frequent progress-monitoring. Based on these scores, I am better able to make decisions concerning progressing through concepts for students who are struggling.

2) What evidence do you have to support your response that you use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways? (InTASC Standard 8; CAEP 4.1)

Within my classroom, I often incorporate a combination of direct instruction, collaborative learning, application tasks, and technology resources. This can be shown throughout multiple lesson plans that show the progression through the students learning the required concepts, working on guided practice, working in partners/groups, and then completing application activities that are hands-on and/or real-world. I am constantly trying to connect concepts to other disciplines and occupations so that students understand how we can use mathematics in multiple areas.

3) What could IUP have done to better prepare you to ensure inclusive learning environments that enable each learner to meet high standards? (InTASC Standards 2; CAEP 4.1)

I believe that I would have benefited from taking further behavior-management classes before completing my student-teaching. Specifically, how to respond to specific students behaviors that are undesired and repetitive. I understand though that all situations of behavior are different for every student, so one strategy that may work for one student may work for another. Instead of specific courses, workshops centered around behavior management may benefit future students.