

## MCGEN Entry 2: Building a Classroom Community through Social Studies

**In this entry:** You demonstrate your ability to describe and illustrate how you sustain a classroom environment that supports students' growth, learning, social and emotional development, and emerging abilities to understand and consider perspectives other than their own through a social studies/history theme, issue, or topic. You also display your ability to observe and analyze the interactions in your classroom. You submit a Written Commentary, a 15-minute video recording, and two instructional materials.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to create a stimulating learning climate that supports students' emerging abilities to understand and consider perspectives other than their own through a social studies/history theme, issue, or topic, and to assume responsibility for their actions.

**The Level 4 performance provides *clear, consistent, and convincing* evidence:**

- that the teacher understands child development and knows the backgrounds, abilities, interests, aspirations, and values of her or his students, which is evidenced by the detailed description of the students and the compelling rationale behind the strategies for encouraging students to consider a range of perspectives and to enable students to take responsibility for their own actions.
- that the teacher demonstrates the ability to establish a theme, issue, or topic and related learning goals that are central to social studies/history and justify the appropriateness for the students.
- that the strategies employed by the teacher foster students' emerging abilities to understand and respect individual and group differences, to consider a range of perspectives other than their own, and to assume intellectual and social responsibility.
- that the teacher can establish an equitable, accessible, and fair classroom community where students can take intellectual risks and work collaboratively.
- that the teacher can plan, organize, and facilitate students' active participation in a meaningful discussion that develops their expression of ideas and opinions, their consideration of others' points of view, and their assumption of responsibility for their own actions.
- of the teacher's ability to engage in reflective thinking about her or his instructional practice, to support instructional decisions, to articulate a strong rationale for pedagogical actions, and to make decisions that will strengthen the quality of her or his future practice.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to create a stimulating learning climate that supports students' emerging abilities to understand and consider perspectives other than their own through a social studies/history theme, issue or topic, and to assume responsibility for their actions.