



Curriculum and Instruction Department
Student Teaching Evaluation Form – Social Studies 7-12 (STE-S)

Teacher Candidate_____ Semester_____

Course (circle one) ADO 420/ADO 421 ADO 525/ADO 526 Supervisor_____

Cooperating Teacher_____ Subject_____

School_____ District_____

Directions: The cooperating teacher and supervisor should use the following rating scale to collaboratively evaluate the teacher candidate's performance in the classroom on the criteria indicated described in the left-hand column below. The criteria were developed with special consideration regarding the NCSS standards to represent the content-area expectations that the SUNY Oswego School of Education has for its adolescence Social Studies candidates. Criteria were also developed to meet SUNY Oswego's pedagogy expectations, which deal with a candidate's ability to plan, instruct, engage, assess and reflect. Additional feedback can be provided on the final page of this form.

2 = Met The teacher candidate has demonstrated clear evidence of meeting the target standard.

1 = Developing The teacher candidate has begun to demonstrate evidence toward meeting the target standard has not yet met it.

0= Not Met The teacher candidate has not demonstrated evidence of meeting the target standard.

NB = No Basis The teacher candidate has not yet had the opportunity to demonstrate evidence of meeting target standard.

Criteria/The Candidate:	Rating:
Area 1: Planning and Implementing Engaging Instruction	
a. Candidates plan, in a timely manner, lessons, which are both informative and engaging.	2 1 0 NB
b. Plans for instruction build on each other, allowing students to make clear and meaningful connections.	2 1 0 NB
c. Candidates integrate different mediums, including print and electronic sources of information, to address the variety of student learning strengths and needs.	2 1 0 NB
d. Candidates use of standards, objectives and materials consistently align with a central focus.	2 1 0 NB
e. Activities and learning tasks draw upon students' prior knowledge and experience, as well as social/emotional development and interests.	2 1 0 NB
f. Candidates encourages students to make connections between prior learning and experiences in ways that support interpretations of historical events or social studies phenomenon.	2 1 0 NB
g. Candidates facilitate interactions among students to evaluate their own analyses, interpretations, or claims/arguments.	2 1 0 NB
Area 2: Content Knowledge: Candidates possess knowledge of all areas of the Social Studies as well as the NCSS Standards (1-10).	

NCSS Standard 1: Culture and Cultural Diversity: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 2: Time, Continuity and Change: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 3: People, Places and Environment: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 4: Individual Development and Identity: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 5: Individuals, Groups and Institutions: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 6: Power, Authority and Governance: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 7: Production, Distribution and Consumption: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 8: Science, Technology and Society Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 9: Global Connections: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
NCSS Standard 10: Civic Ideals and Practices: Candidates possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level.	2	1	0	NB
Area 3: Assessment and Feedback: Candidates are able to construct and present assessments which fairly and accurately rate student's knowledge of information and criteria provided during instruction. Candidates are also able to provide students with genuine feedback, which promotes student growth.				
a. Criteria are clearly aligned with standards and learning objectives from the period of instructions.	2	1	0	NB
b. Candidates provided students with feedback that is clear, specific and accurate.	2	1	0	NB
Area 4: Reflection: Candidates are able to reflect on all aspects of their teaching, including planning and assessment.				
a. Candidates are able to adapt lessons based on student needs, in order to improve both individual and collective student understanding.	2	1	0	NB
b. Candidates use the results of assessments in order to identify student strengths and weaknesses.	2	1	0	NB
c. From student strengths and weaknesses, candidates are able to justify changes in their teaching practices.	2	1	0	NB
Area 5: Professionalism: The teacher candidate understands the ethical, moral and legal complexities of schooling and the professional behaviors and dispositions expected of educators as delineated by institutional, school district, state and national standards, and has developed and acts upon a complementary set of values in relation to ethical, moral and legal issues.				
a. Attendance and punctuality.	2	1	0	NB
b. Communication and collaboration with host teacher.	2	1	0	NB
c. Timeliness of lesson planning and task collaborations.	2	1	0	NB
d. Interactions with students.	2	1	0	NB

e. Interactions with professional staff, faculty, and administrators	2	1	0	NB
f. Recordkeeping	2	1	0	NB
Instructional Technology: The teacher candidate identifies appropriate opportunities and skillfully uses a variety of effective and instructional technologies to encourage students' development of critical thinking, problem solving and performance skills.	2	1	0	NB
Leadership and Collaboration: The candidate demonstrates commitment to working with host teachers and other school professionals in a shared leadership role to support student learning.	2	1	0	NB

Comments about strengths:

Comments about target areas for growth and/or improvement:

Cooperating Teacher's Signature:_____

Date_____

Student Teacher's Signature:_____

Date_____

Supervisor's Signature:_____

Date_____

NCSS Standard I. Culture and Cultural Diversity

NCSS Summary: “Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum” (NCSS, para. 5).

NCSS Standard II. Time, Continuity, and Change

NCSS Summary: “Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important” (NCSS, para. 6).

NCSS Standard III. People, Places, and Environment

NCSS Summary: “This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects” (NCSS, para. 7).

NCSS Standard IV. Individual Development and Identity

NCSS Summary: “Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual’s personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology” (NCSS, para. 8).

NCSS Standard V. Individuals, Groups, and Institutions

NCSS Summary: “Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history” (NCSS, para. 9).

NCSS Standard VI. Power, Authority, and Governance

NCSS Summary: “One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences” (NCSS, para. 10).

NCSS Standard VII. Production, Distribution, and Consumption

NCSS Summary: “This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with

economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects” (NCSS, para. 11).

NCSS Standard VIII. Science, Technology, and Society

NCSS Summary: “By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government” (NCSS, para. 12).

NCSS Standard IX. Global Connections

NCSS Summary: “The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology” (NCSS, para. 13).

NCSS Standard X. Civic Ideals and Practices

NCSS Summary: “An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities” (NCSS, para. 14).

References

National Curriculum Standards for Social Studies: Executive Summary. (n.d.).
Washington, D.C.: NCSS. Retrieved August 19, 2012 from
<http://www.socialstudies.org/standards/execsummary>