

**DEPARTMENT OF EDUCATION**

**STUDENT TEACHING EVALUATION: Historical Perspectives and Government**

 **EVALUATION OF STUDENT TEACHING 1\_\_\_\_\_ 2 \_\_\_\_\_\_ 3\_\_\_\_\_\_ (check level)**

Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation: 1st\_\_\_\_\_(3week) 2nd \_\_\_\_\_\_(6week) Final\_\_\_\_\_\_(12 week)

Please complete this evaluation of the student teacher by using the following scale: **1= not effective/no evidence 2 = standard not met**

 **3= standard met/effective 4= highly effective/exceeded standard**

**(r) = RISE** (Indiana Department of Education recommended teacher evaluation rubric)

**NCSS =** National Council for Social Studies

**Content Areas Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Hanover College Social Studies Student Teaching Internship Assessment**

NCSS Social Studies Thematic Standards

For each theme, highlight specific ways that the theme was addressed in the lesson plan and during the observation. The Education Department is aware that not all secondary-level student teaching situations will be structured for candidates to teach all the content contained in these sections. Please respond to each theme according to the lesson observed. Provide an explanation detailing how the student teacher addressed a particular theme. Circle a score evidence in planning and evidence in teaching for the lesson observed.

**NCSS Theme I**

**Culture and Cultural Diversity -** *Teachers of social studies at all school levels should provide developmentally appropriate experiences as**they guide learners in the study of culture and cultural diversity.*

**Description:** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? This theme typically appears in courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme II**

**Time, Continuity and Change -** *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time continuity and change.*

**Description:** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme III**

**People, Places and Environments -** *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.*

**Description:** The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as:

Where are things located? Why are they located where they are: What do we mean by "region"?

How do landforms change? What implications do these changes have for people? This theme typically appears in courses dealing with area studies and geography.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme IV**

**Individual Human Development and Identity-** *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.*

**Description:** Personal identity is shaped by one's culture, by groups, and by institutional influences.

Students should consider such questions as: How do people learn? Why do people behave as they do?

What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? This theme typically appears in courses dealing with psychology and anthropology.

Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4

Comments/Evidence of Learning:

**NCSS Theme V**

**Individuals, Groups and Institutions -***Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.*

**Description:** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? This typically appears in courses dealing with sociology, anthropology, psychology, political science, and history.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme VI**

**Power, Authority and Governance -***Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.*

**Description:** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? This theme typically appears in courses dealing with government, politics, political science, history, law, and other social sciences.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme VII**

**Production, Distribution, Consumption -***Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.*

**Description:** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? This theme typically appears in courses dealing with economic concepts and issues.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme VIII**

**Science, Technology, Society -***Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.*

**Description:** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old?

What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme IX**

**Global Connections and Interdependence -***Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.*

**Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in courses dealing with geography, culture, and economics, but may also draw upon the history or current issues.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

**NCSS Theme X**

**Civic Ideals and Practices -** *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***civic ideals*** *and* ***practices****.*

**Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with political science, history cultural anthropology, and fields such as global studies, law-related education, and current issues.

**Evidence in planning 1 2 3 4 Evidence in teaching 1 2 3 4**

Comments/Evidence of Learning:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMPETENCE: UNIT/LESSON PLANNING and ASSESSMENT**– Demonstrates the following components: (INTASC Principles 1,2,7,8) | **1Student teacher displays little or no competency**  | **2Student teacher displays little effort or difficulty in planning** | **3Student teacher displays consistency and flexibility** | **4Student teacher displays consistency, flexibility, and a focus on student learning** |
| * Advanced preparation of plans and materials; lessons well-organized (r)
 |  |  |  |  |
| * Clear focus, long-range goals, relevant learning progression
 |  |  |  |  |
| * Objectives are specific, measurable and aligned to standards (r)
 |  |  |  |  |
| * Purpose of lessons are effectively communicated to students (r )
 |  |  |  |  |
| * Creative learning options and teaching techniques
 |  |  |  |  |
| * Content reviewed, restated, rephrased and re-taught; main points emphasized repeatedly (r )
 |  |  |  |  |
| * Engaging introductions to activities
 |  |  |  |  |
| * High level of student engagement in lessons (r ) <25% 50% 75%>
 |  |  |  |  |
| * Developmentally appropriate instructional level (r )
 |  |  |  |  |
| * Adapts and differentiates instruction for students’ abilities (r )including IEPs
 |  |  |  |  |
| * Demonstrates relevance to students’ lives and to the community; provides real world examples and opportunities for learning
 |  |  |  |  |
| * Lessons build on prior knowledge of key concepts and make connections evident

( r) |  |  |  |  |
| * Frequently checks for student understanding using a variety of methods (r )

Includes: formal, informal, discussions, student choice, exit slips, do-nows, guided or independent practice |  |  |  |  |
| * Data used for planning lessons (r ) and applies circular model of planning and instructional assessment
 |  |  |  |  |
| * Support for students’ self-evaluation
 |  |  |  |  |
| * Analyzes and creates assessments that are valid (measures standards), reliable, and free from bias.
 |  |  |  |  |
| **COMPETENCE: ORGANIZING FOR TEACHING and CRITICAL THINKING** – Demonstrates the following components: (INTASC Principles 4,5,6, 8) | **1Student teacher displays little or no competency** | **2Student teacher displays little effort or difficulty in planning** | **3Student teacher displays consistency and flexibility** | **4Student teacher displays consistency, flexibility, and a focus on student learning** |
| * Positive and respectful classroom climate and good student rapport (r )
 |  |  |  |  |
| * Establishes and maintains effective classroom management;students on-task majority of class time with few disruptions (r )
 |  |  |  |  |
| * Effective time management of classroom activities and other responsibilities (r) (routines, transitions and procedures well-executed)
 |  |  |  |  |
| * Varied teacher roles (audience member, coach, participant, instructor, etc.)
 |  |  |  |  |
| * Wait time used effectively (r )
 |  |  |  |  |
| * Incorporates varied verbal and non-verbal teaching strategies according to student strengths, varied talents and interests ( r)
 |  |  |  |  |
| * High quality work of all students is displayed - posters, presentations, portfolios and examples (r )
 |  |  |  |  |
| * Appropriate use of whole class, collaborative group, paired, discussions, independent practice learning structures (r )
 |  |  |  |  |
| * Incorporates appropriate examples, explanations and multiple representations for content (r )
 |  |  |  |  |
| * Responds appropriately to student misunderstanding (r )
 |  |  |  |  |
| * Enthusiastically seeks and uses resources to enhance teaching
 |  |  |  |  |
| * Uses higher order thinking questions (Blooms) to promote divergent responses (r)
 |  |  |  |  |
| * Strategic use of digital and computer-related technology
 |  |  |  |  |
| * Clear communication of high expectations to all students (r )
 |  |  |  |  |
| * Cooperates within and outside the classroom with parents and colleagues (r )
 |  |  |  |  |
| **CULTURAL RESPONSIVENESS** – Demonstrates the following actions: (INTASC Principle 3) | **1Student teacher displays little or no competency** | **2Student teacher displays little effort or difficulty in planning** | **3Student teacher displays consistency and flexibility** | **4Student teacher displays consistency, flexibility, and a focus on student learning** |
| * Facilitates a community of learners that demonstrates awareness of inclusion (cultural identity, language, socio-economic status, learning differences, beliefs, global perspective, and gender)
 |  |  |  |  |
| * Creates an atmosphere where all students can be successful and learn to the best of their ability
 |  |  |  |  |
| * Has appropriate accommodations for ELL students (r)
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMMITMENT** – Demonstrates the following characteristics: (INTASC Principle 10) | **1Student teacher displays little or no competency** | **2Student teacher displays little effort or difficulty in planning** | **3Student teacher displays consistency and flexibility** | **4Student teacher displays consistency, flexibility, and a focus on student learning** |
| * Cooperation, courtesy, tact
 |  |  |  |  |
| * Confidence, able to establish teacher presence in classroom
 |  |  |  |  |
| * Consistently communicates with supervisor and mentor
 |  |  |  |  |
| * Encourages safe atmosphere for students to take risks ( r)
 |  |  |  |  |
| * Self-control, patience, encourages students to work hard and persist (r )
 |  |  |  |  |
| * Appropriate professional attire
 |  |  |  |  |
| * Initiative and enthusiasm
 |  |  |  |  |
| * Punctuality and dependability
 |  |  |  |  |
| * School and community involvement to support student learning
 |  |  |  |  |
| * Participates in professional development
 |  |  |  |  |
| * High expectations and respect for all learners and self
 |  |  |  |  |
| * Professional/demeanor inside and outside the classroom
 |  |  |  |  |
| * Flexible and open-mindedness
 |  |  |  |  |
| * Actively collaborates with faculty and mentors about learning needs and talents of students; advocate for students’ needs ( r)
 |  |  |  |  |
| * Effective and timely parental contact ( r)
 |  |  |  |  |
| **CRITICALLY REFLECTIVE** – Demonstrates the following characteristics: (INTASC Principle 9) | **1Student teacher displays little or no competency** | **2Student teacher displays little effort or difficulty in planning** | **3Student teacher displays consistency and flexibility** | **4Student teacher displays consistency, flexibility, and a focus on student learning** |
| * Responds to feedback from supervising and mentor teachers
 |  |  |  |  |
| * Continually uses reflection and analysis of own instruction to make timely adjustments
 |  |  |  |  |
| * Conducts continuous analysis and reflection on his or her teaching practice
 |  |  |  |  |
| **Total Indicators Met** |  |  |  |  |

**ADDITIONAL COMMENTS:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signatures**

College supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student teacher mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_