

## Final Evaluation Template *Social Studies Student Teaching*

**Overview:** This *Social Studies Student Teaching* Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The *Social Studies Student Teaching* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Social Studies Student Teaching* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

**Ratings and Basis for Judgement:** The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).<sup>1</sup> This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

**Validity and Reliability:** This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric<sup>2</sup> and the CAEP Evidence Guide.

---

<sup>1</sup> [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

<sup>2</sup> <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Social Studies Student Teaching  
Rubric**

**Note/Instruction:** Use the following scale to rate the performance of each intern/student teacher in each assessment item.

Use the following scale to rate the performance of the intern in each of the assessment items:

- (1) *U= Unsatisfactory: Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback*
- (2) *E= Emerging: Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback*
- (3) *S= Satisfactory: Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback*
- (4) *P= Proficient: Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.*

<b>CATEGORY #1: CONTENT KNOWLEDGE</b> The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1 Demonstrates strong knowledge of grades 6-12 content being taught (overall rating)</b> NCSS CS 1-10 <input type="checkbox"/> <b>N/A</b>				
<b>2 Demonstrates how the different social studies content areas influence each other</b> NCSS CS 1-10 <input type="checkbox"/> <b>N/A</b>				
<b>3. Identifies big themes and central understandings that endure over time</b> (Examples: power,				

<p>change, war, injustice)  <b>NCSS CS 1-10</b>  <input type="checkbox"/> <b>N/A</b></p>				
<p><b>4. Relates the content to students' lives and interests NCSS CS 1-10</b>  <input type="checkbox"/> <b>N/A</b></p>				

**NCSS THEMES FOR SOCIAL STUDIES**

	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<p><b>THEME 1 CULTURE-</b>                      Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of <b>culture</b> and <b>cultural diversity</b>.  <b>Description:</b> 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? In schools, this theme typically</p>	<p><b>UNACCEPTABLE</b>  <u>Intern does not address cultural concepts or their application of cultural concepts</u> already studied such as cultural lag, assimilation, accommodation, and the impact of traditions on the thoughts and actions within social groups. The intern is unable to assist Learners in their engagement in the analysis of cultural groups or subgroups or the comparison of two or more cultural groups or subgroups. They are unable to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the</p>	<p><b>EMERGING</b>  <u>The intern addresses cultural concepts but is unable to assist learners in deepening their comprehension and increasing their application of</u> cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on the thoughts and actions within social groups. The intern rarely assists Learners in their engagement in the analysis of cultural groups or subgroups or the comparison of two or more cultural groups or subgroups. Interns make superficial connections regarding the comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally</p>	<p><b>SATISFACTORY</b>  <u>The intern is somewhat successful in helping learners deepen their comprehension and increase their application of cultural concepts already studied,</u> such as cultural lag, assimilation, accommodation, and the impact of traditions on the thoughts and actions within social groups. Learners engage somewhat independently in analyses of most cultural groups or subgroups and in comparisons of two or more cultural groups or subgroups. They can somewhat connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good. The</p>	<p><b>PROFICIENT</b>  <u>The intern is successful in helping learners deepen their comprehension and increase their application of cultural concepts already studied,</u> such as cultural lag, assimilation, accommodation, and the impact of traditions on the thoughts and actions within social groups. Learners are able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups. They are able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good. The intern understands</p>

<p>appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.</p> <p><input type="checkbox"/> NA</p>	<p>public good. The intern shows no understanding of the importance of making these connections to the content.</p>	<p>different groups can cooperate to enhance the public good. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p>intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p>the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>
<p><b>THEME 2 TIME CONTINUITY AND CHANGE</b> - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of <b>Time, Continuity, and Change . Description:</b> The study of time, continuity, and change allows the student to apply key concepts from the study of history such as causality, change, and conflict, and to examine the connections among patterns of historical change. It provides the tools to investigate, interpret, and analyze historical and contemporary issues and viewpoints, and to describe historical periods</p>	<p><b>UNACCEPTABLE</b></p> <p>The intern is unable to engage learners in a sophisticated analysis and reconstruction of the past or help them to examine the relationship of the past to the present. The intern does not facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The intern does not have the ability to help learners to draw on their knowledge of history to make informed choices and decisions in the present. The intern shows no understanding of the importance of making these connections to the content.</p>	<p><b>EMERGING</b></p> <p>The intern attempts sophisticated analysis and reconstruction of the past, helping them to examine the relationship of the past to the present. The intern attempts to facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The intern attempts to help learners to draw on their knowledge of history to make informed choices and decisions in the present. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p><b>SATISFACTORY</b></p> <p>The intern demonstrates some sophisticated analysis and reconstruction of the past, helping them to examine the relationship of the past to the present. The intern occasionally facilitates learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The intern sometimes help learners to draw on their knowledge of history to make informed choices and decisions in the present. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p><b>PROFICIENT</b></p> <p>The intern regularly engages learners in a sophisticated analysis and reconstruction of the past, helping them to examine the relationship of the past to the present. The intern often facilitates learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The intern consistently helps learners to draw on their knowledge of history to make informed choices and decisions in the present. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>

<p>and patterns of change in cultures and civilizations.</p> <p><input type="checkbox"/> <b>N/A</b></p>				
<p><b>THEME 3 PEOPLE, PLACES, ENVIRONMENTS-</b> Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of <b>People, Places, and Environments</b> .</p> <p><b>Description:</b> 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? In schools, this theme</p>	<p><b>UNACCEPTABLE</b></p> <p>The intern is unable to engage learners in a sophisticated analysis and reconstruction of the past or help them to examine the relationship of the past to the present. The intern does not facilitate learners’ integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The intern does not have the ability to help learners to draw on their knowledge of history to make informed choices and decisions in the present. The intern shows no understanding of the importance of making these connections to the content.</p>	<p><b>EMERGING</b></p> <p>The intern does not guide learners in the application of geographic understandings across a broad range of fields in the sciences, and humanities. She/he does not facilitate understanding of diverse cultures, both historical and contemporary, or help learners to use geographic concepts to comprehend global connections. She/he does not help learners recognize the importance of core geographic concepts for the analysis of public policy issues or help learners to address issues of domestic and international significance. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p><b>SATISFACTORY</b></p> <p>The intern attempts to guide learners in the application of geographic understandings across a broad range of fields in the sciences, and humanities. She/he facilitates some understanding of diverse cultures, both historical and contemporary, and helps learners to use some geographic concepts to comprehend global connections. She/he also attempts to help learners recognize the importance of core geographic concepts for the analysis of public policy issues and helps learners to address somewhat reflectively issues of domestic and international significance. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p><b>PROFICIENT</b></p> <p>The intern guides learners in the application of geographic understandings across a broad range of fields in the sciences, and humanities. She/he facilitates understanding of diverse cultures, both historical and contemporary, and helps learners to use geographic concepts to comprehend global connections. She/he also helps learners recognize the importance of core geographic concepts for the analysis of public policy issues and helps learners to address reflectively issues of domestic and international significance. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>

<p>typically appears in units or courses dealing with area studies and geography.</p> <p><input type="checkbox"/> NA</p>				
<p><b>THEME 4 INDIVIDUAL DEVELOPMENT AND IDENTITY-</b> Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of <b>Individual Development and Identity</b> .</p> <p><b>Description:</b>Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions such 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? In schools, this theme typically appears in units or courses dealing with</p>	<p><b>UNACCEPTABLE</b></p> <p>The intern does not provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. The intern cannot help learners analyze, interpret, or assess personality and individual differences and commonalities, nor to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior. The intern shows no understanding of the importance of making these connections to the content.</p>	<p><b>EMERGING</b></p> <p>The intern is superficial in providing learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. The intern somewhat helps learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p><b>SATISFACTORY</b></p> <p>The intern occasionally provides learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. The intern demonstrates the ability to help learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p><b>PROFICIENT</b></p> <p>The intern consistently provides learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. The intern consistently helps learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes</p>

psychology and anthropology. <input type="checkbox"/> NA				
<p><b>THEME 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS</b> - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for 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</p>	<p><b>UNACCEPTABLE</b>          The intern does not help learners understand the paradigms and traditions that undergird social and political institutions. The intern does not provide opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. The intern shows no understanding of the importance of making these connections to the content.</p>	<p><b>EMERGING</b>          The intern attempts to help learners understand the paradigms and traditions that undergirds social and political institutions. The intern attempts to provide some opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p><b>SATISFACTORY</b>          The intern somewhat helps learners understand the paradigms and traditions that undergirds social and political institutions. The intern can provide some opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p><b>PROFICIENT</b>          The intern provides learners with opportunities The intern helps learners understand the paradigms and traditions that undergird social and political institutions. The intern can provide opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>

<p>is my role in institutional change? In schools, this theme typically appears in units or courses dealing with sociology, anthropology, psychology, political science, and history.</p> <p><input type="checkbox"/> NA</p>				
<p><b>THEME 6 POWER, AUTHORITY, AND GOVERNANCE-</b> Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of <b>Power, Authority, and Governance .</b></p> <p><b>Description:</b> 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</p>	<p><b>UNACCEPTABLE</b></p> <p>The intern cannot or does not help learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to votes, and interests. The intern shows no understanding of the importance of making these connections to the content.</p>	<p><b>EMERGING</b></p> <p>The intern is limited at helping learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p><b>SATISFACTORY</b></p> <p>The intern has demonstrated the ability to help learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p><b>PROFICIENT</b></p> <p>The intern consistently supports learners in developing their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>

<p>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? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.</p> <p><input type="checkbox"/> NA</p>				
<p><b>THEME 7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION-</b> Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the <b>Production, Distribution, and Consumption</b> of goods and services.  <b>Description:</b> Because people have wants that often exceed the resources available to</p>	<p><b>UNACCEPTABLE</b>                  The intern does not attempt to help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. The intern does not challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues of</p>	<p><b>EMERGING</b>                  The intern is limited in their ability to help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. The intern minimally challenges learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The intern</p>	<p><b>SATISFACTORY</b>                  The intern can somewhat help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. The intern can somewhat challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and</p>	<p><b>PROFICIENT</b>                  The intern helps learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. The intern consistently challenges learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic</p>

<p>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)? In schools, this theme typically appears in units or courses dealing with economic concepts and issues.</p> <p><input type="checkbox"/> NA</p>	<p>past and present, clarify their own economic values, and refine their decision-making capabilities. The intern shows no understanding of the importance of making these connections to the content.</p>	<p>understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p>present, clarify their own economic values, and refine their decision-making capabilities. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p>values, and refine their decision-making capabilities. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>
<p><b>THEME 8 SCIENCE, TECHNOLOGY, AND SOCIETY</b> - Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>science and technology</b>. <b>Description:</b> 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</p>	<p><b>UNACCEPTABLE</b> The intern does not provide opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. She/he does not provide opportunities for learners to confront issues involving science and technology or guide learners</p>	<p><b>EMERGING</b> The intern provides limited opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. She/he provides superficial opportunities for learners to confront issues involving science and technology and in so doing, guide learners as</p>	<p><b>SATISFACTORY</b> The intern provides some opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. She/he provides some opportunities for learners to confront issues involving science and technology and in so doing, guide learners as they analyze</p>	<p><b>PROFICIENT</b> The intern consistently provides opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. When appropriate she/he provides opportunities for learners to confront issues involving science and technology and in so doing, guide learners as they</p>

<p>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.</p> <p><input type="checkbox"/> NA</p>	<p>as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs(social norms or religious beliefs) come into conflict have upon one another. She/he does not ask learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. The intern shows no understanding of the importance of making these connections to the content.</p>	<p>they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. She/he attempts to ask learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p>the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. She/he occasionally asks learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p>analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. She/he asks learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>
<p><b>THEME 9 GLOBAL CONNECTIONS AND INTERDEPENDENCE-</b> Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>global</b></p>	<p><b>UNACCEPTABLE</b> The intern does not assist learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights,</p>	<p><b>EMERGING</b> The intern attempts to assist learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade,</p>	<p><b>SATISFACTORY</b> The intern occasionally facilitates learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade,</p>	<p><b>PROFICIENT</b> The intern when appropriate assists learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.</p>

<p><b>connections and interdependence .</b>  <b>Description:</b> 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 such 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 units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.</p> <p><input type="checkbox"/> NA</p>	<p>trade, and global ecology. He/she does not ask learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems. The intern shows no understanding of the importance of making these connections to the content.</p>	<p>and global ecology. He/she attempts to ask learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p>and global ecology. He/she occasionally asks learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p>He/she consistently provides learners opportunities to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>
<p><b>THEME 10 CIVIC IDEALS AND PRACTICES-</b>  Teachers of social studies at all school levels should provide developmentally appropriate experiences</p>	<p><b>UNACCEPTABLE</b>  The intern does not help learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public</p>	<p><b>EMERGING</b>  The intern attempts to help learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public</p>	<p><b>SATISFACTORY</b>  The intern attempts to help learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public</p>	<p><b>PROFICIENT</b>  The intern helps learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public</p>

<p>as they guide learners in the study of <b>civic ideals and practices</b> .  <b>Description:</b> 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 as 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 history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.</p> <p><input type="checkbox"/> NA</p>	<p>policies, and working to support both individual rights and the common good. He/she provides no opportunities for learners to experience participation in community service and political activities or develop skill in using the democratic process to influence public policy. The intern does not guide learners through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age. The intern shows no understanding of the importance of making these connections to the content.</p>	<p>policies, and working to support both individual rights and the common good. He/she provides some opportunities for learners to experience participation in community service and political activities and develop skill in using the democratic process to influence public policy. The intern attempts to guide learners through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age. The intern understands the importance of making these connections but the intern needs help in executing the processes.</p>	<p>policies, and working to support both individual rights and the common good. He/she attempts to provide some opportunities for learners to experience participation in community service and political activities and develop skill in using the democratic process to influence public policy. The intern attempts to guide learners through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age. The intern understands the importance of making these connections and has made some successful attempts in executing the processes.</p>	<p>policies, and working to support both individual rights and the common good. In addition, he/she provides opportunities for learners to experience participation in community service and political activities and develop skill in using the democratic process to influence public policy. The intern guides learners through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age. The intern understands the importance of making these connections and when appropriate has been consistent and successful in executing the processes.</p>
<p><b>CATEGORY #2: CONTENT PEDAGOGY.</b> The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various development stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines.*</p>				

	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1. Incorporates research based methods in teaching NCSS CS 1-10</b> <input type="checkbox"/> <b>N/A</b>				
<b>2. Provides students opportunities to construct their knowledge of social studies through social interactions (discussion group work) NCSS CS 1-10</b> <input type="checkbox"/> <b>N/A</b>				
<b>3. Approaches content in an interdisciplinary way where students see how the different disciplines influence to each other NCSS CS 1-10</b> <input type="checkbox"/> <b>N/A</b>				
<b>4 Implements activities which require critical thinking and or evaluation of information NCSS CS 1-10</b>				

<input type="checkbox"/> N/A				
<b>5 Provides students with opportunities to connect content:</b> <b>a. to students' everyday lives NCSS CS 1-10</b> <input type="checkbox"/> N/A				
<b>b. To prior knowledge NCSS CS 1-10</b> <input type="checkbox"/> N/A				
<b>c. To other content areas NCSS CS 1-10</b> <input type="checkbox"/> N/A				
<b>6. Uses primary sources, maps, and artifacts NCSS CS 1-10</b> <input type="checkbox"/> N/A				
<b>CATEGORY #3 LEARNER DEVELOPMENT AND DIFFERENCES. Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences. *</b>				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1 Uses teaching practices and applies knowledge of student development (cognitive, physical,</b>				

<b>social/emotional) NCSS PS 1</b> <input type="checkbox"/> <b>N/A</b>				
<b>2. Applies knowledge of common student exceptionalities and differences when creating and modifying instruction NCSS PS 2</b> <input type="checkbox"/> <b>N/A</b>				
<b>3 Applies an understanding of students' interests and cultural heritages in his/her teaching NCSS PS 2</b> <input type="checkbox"/> <b>N/A</b>				
<b>4 Makes connections of content to local communities and local issues NCSS PS 2</b> <input type="checkbox"/> <b>N/A</b>				
<b>5 Plans and reflects on accommodations of special needs students and collaborates with</b>				

<b>special education teachers NCSS PS 2</b> <input type="checkbox"/> N/A				
<b>CATEGORY #4: CULTURE FOR LEARNING. Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation.*</b>				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1 Develops safe, equitable, caring, respectful and productive learning environments NCSS PS 4</b> <input type="checkbox"/> N/A				
<b>2 Fosters group motivation and individual self-motivation NCSS PS 4</b> <input type="checkbox"/> N/A				
<b>3 Fosters active inquiry, collaboration, and supportive interaction NCSS PS 5</b> <input type="checkbox"/> N/A				
<b>4 Develops and employs fair, effective, and developmentally-resp</b>				

<p><b>onsive management techniques. NCSS PS 4</b> <input type="checkbox"/> <b>N/A</b></p>				
<p><b>5 Establishes and/or reinforces clear standards for behavior NCSS PS 4</b> <input type="checkbox"/> <b>N/A</b></p>				
<p><b>6 Regularly monitors behavior and responds to inappropriate behavior effectively NCSS PS 4</b> <input type="checkbox"/> <b>N/A</b></p>				
<p><b>7 Maintains instructional and administrative routines NCSS PS 4</b> <input type="checkbox"/> <b>N/A</b></p>				
<p><b>CATEGORY #5: PLANNING AND IMPLEMENTING INSTRUCTION</b> The candidate uses a variety of evidence-based instructional strategies to promote students' deep understand of content areas and their connections, and to build skills to apply knowledge in meaningful ways. *</p>				
	<p><b>Unacceptable</b></p>	<p><b>Emerging</b></p>	<p><b>Satisfactory</b></p>	<p><b>Proficient</b></p>
<p><b>1 Develops clearly structured comprehensive instructional plans with objectives, activities, assessments and</b></p>				

<b>accommodations appropriately aligned NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>2 Aligns instruction with state SOLs and national curriculum goals NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>3 States instructional objectives in clear, measurable terms NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>4 Plans and implements a variety of effective instructional strategies based on an understanding of subject matter, the students, community, curriculum goals, and best practices with effective instructional materials added NCSS PS 3;NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>5 Plans and implements instruction based on knowledge of learning including social construction of</b>				

<b>knowledge NCSS PS 3; NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>6 Engages and maintains student attention, and is able to refocus their attention if necessary NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>7 Uses clear directions, explanations, demonstrations, questions, etc. NCSS PS 6</b> <input type="checkbox"/> N/A				
<b>8 Uses a variety of strategies to encourage the development of critical thinking, problem solving, and performance skills and overall student engagement NCSS PS 3</b> <input type="checkbox"/> N/A				
<b>9 Selects or develops and implements student learning activities that integrate technology NCSS PS 5 NCSS PS 6</b>				

<input type="checkbox"/> N/A				
<b>CATEGORY #6: ASSESSMENT FOR STUDENT LEARNING. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. NCSS Pedagogical Standard 7*</b>				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1 Provides feedback to students in a timely and helpful manner NCSS PS 7</b> <input type="checkbox"/> N/A				
<b>2 Plans and uses assessment criteria and strategies appropriate to instructional goals and to characteristics of students NCSS PS 7</b> <input type="checkbox"/> N/A				
<b>3 Uses a variety of assessments including formative and summative assessments to monitor learning progress NCSS PS 7</b> <input type="checkbox"/> N/A				
<b>4 Uses assessment information to improve teaching and/or student achievement NCSS PS 7</b> <input type="checkbox"/> N/A				

<b>5 Persists in assisting students having difficulty learning</b> <b>NCSS PS 7</b> <input type="checkbox"/> N/A				
<b>6 Maintains accurate records of student progress</b> <b>NCSS PS 7</b> <input type="checkbox"/> N/A				
<b>CATEGORY #7: PROFESSIONALISM AND ETHICAL PRACTICE. Models professionalism and ethical practice. The candidate engages in ongoing professional development and uses evidence to continually reflect upon, evaluate and improve his/her practice, including the effects of his/her choices and action on others, and adapts practice to meet the needs of each learner.*</b>				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1 Behaves ethically and in the best interest of the community.</b> <input type="checkbox"/> N/A				
<b>2 Adheres to federal and state laws and school policies.</b> <input type="checkbox"/> N/A				
<b>3 Takes initiative in the classroom.</b> <input type="checkbox"/> N/A				
<b>4 Demonstrates consistent mastery of standard English in all oral and written communication</b> <input type="checkbox"/> N/A				

<b>5 Manages, prioritizes, and organizes tasks well and produces high quality work.</b> <input type="checkbox"/> N/A				
<b>6 Able to manage multiple tasks and sensory input while focusing on student need and content delivery (with-it-ness).</b> <input type="checkbox"/> N/A				
<b>7 Reflects upon his or her own daily practice, including setting personal goals and implementing changes. NCSS PS8</b> <input type="checkbox"/> N/A				
<b>8 Participates in continued professional development and integrates ideas into practice.</b> <input type="checkbox"/> N/A				
<b>9 Responds to constructive feedback in a receptive manner and subsequent</b>				

<b>performances consistently shows productive changes.</b> <input type="checkbox"/> N/A				
<b>CATEGORY #8: COLLABORATION AND COMMUNICATION.</b> The candidate maintains professional collegial relationships that encourage sharing, planning and working together toward improving student success and professional practice. Appropriate to his or her role and context, the candidate seeks opportunities to collaborate with learners, professional colleagues, other school personnel, and families and community members to ensure learner growth and to advance the profession. NCSS Pedagogical Standard 9*				
	<b>Unacceptable</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>1. Connects with parents to build collaborative partnerships and provide feedback regarding their child</b> <b>NCSS PS9</b> <input type="checkbox"/> N/A				
<b>2. Collaborates with teachers providing them lesson plans and materials in a timely manner</b> <b>NCSS PS9</b> <input type="checkbox"/> N/A				
<b>3. Works collaboratively with others in the disciplines or cross subject content regarding planning and implementing lessons</b> <b>NCSS PS9</b> <input type="checkbox"/> N/A				

<p><b>4. Works with the school community providing support in school functions-games, concerts, clubs, meetings etc.</b>  <b>NCSS PS9</b>  <input type="checkbox"/> N/A</p>				
<p><b>5. Collaborates with special education, guidance and gifted teachers when appropriate NCSS PS9</b>  <input type="checkbox"/> N/A</p>				
<p><b>Overall Comments:</b></p>				
Empty space for overall comments				