

UCONN Neag History/Social Studies Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Council of Teachers of Social Studies (NCSS), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

A. Teachers apply knowledge by...

- 1. Planning** – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
- 2. Instructing** – Teachers create a positive learning environment, use effective verbal, nonverbal and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.
- 3. Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

B. Teachers demonstrate professional responsibility through...

- 1. Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
- 2. Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- 3. Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.

Directions

Student teachers will have a formal review of their progress at the midterm and final using a **hard copy** of the TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before the university supervisor arrives for the midterm evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the student teacher. At the midterm evaluation, the cooperating teacher and student teacher will walk the university supervisor through the evaluation form noting the student teacher's strengths and areas of growth. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and the student teacher. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

- 1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
- 2 = Teacher Candidate is making satisfactory progress in meeting this standard.
- 3 – Teacher Candidate is making outstanding progress in meeting this standard.

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Follow Up

Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email in two weeks and you have checked your junk mail folder, please contact teachered-surveys@uconn.edu.

Grading

Midterm: A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five #1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. The Action Plan needs to be sent to the Director of TCPCG: john.zack@uconn.edu.

Final: ***Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for a minimum rating of "2" as they seek to meet each standard.*** On the final, if the teacher candidate has mostly "2's" and five or more "3's," s/he will receive a grade of A. If the candidate has **predominantly** "2's," a grade of A- is awarded. If the candidate has mostly "2's" and three "1's," s/he will receive a B+. If the candidate has four "1's," s/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.

Participating Individuals: (Signatures are not required on electronic form submitted by the University Supervisor)

Student Teacher/Candidate (please print): _____ Signature: _____

Cooperating Teacher (please print): _____ Signature: _____

University Supervisor (please print): _____ Signature: _____

School District: _____ School: _____ Grade Level Placement: _____

Program (select one): TCPCG Hartford _____ TCPCG Avery Point _____ TCPCG Waterbury _____

Concentration Area/Field of Study: _____

Circle or Highlight One: Midterm Final Grade (**only enter for Final**): _____

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CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	Level 1 Not Making Satisfactory Progress	Level 2 Making Satisfactory Progress	Level 3 Making Outstanding Progress	Not Observed
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS)	Knowledge and use of H/SS academic content, essential concepts, and appropriate learning strategies are weak; language diversity is not respected	Makes deliberate attempts to implement instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of H/SS	Effectively implements instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of H/SS	
2. Responds to the group or individual student's levels of H/SS understanding while teaching	Finds it challenging to respond to the group or individual student's levels of H/SS understanding while teaching	Increasingly responds to the group or individual student's levels of H/SS understanding while teaching	Regularly responds to the group or individual student's levels of H/SS understanding while teaching	
3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals	Does not plan and implement H/SS instruction based on knowledge of the community context and of students as a group and as individuals	Makes deliberate attempts to plan and implement H/SS instruction based on knowledge of the community context and of students as a group and as individuals	Effectively plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals	
4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning	Shows lack of understanding of students' different developmental levels and approaches to learning and rarely constructs H/SS lessons that are adapted to meet diverse student needs	Shows increasing understanding of students' different developmental levels and approaches to learning and often constructs H/SS lessons that are adapted to meet diverse student needs	Demonstrates accurate understanding of students' different developmental levels and approaches to learning and routinely constructs H/SS lessons that are adapted to meet diverse student needs	

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<p>5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</p>	<p>Has difficulty connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</p>	<p>Is working on connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</p>	<p>Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</p>	
<p>6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals</p>	<p>Has difficulty planning instruction based on H/SS national and state curriculum frameworks and classroom curricular goals</p>	<p>In most instances, plans instruction based on H/SS national and state curriculum frameworks and classroom curricular goals</p>	<p>Consistently plans instruction based on H/SS national and state curriculum frameworks and classroom curricular goals</p>	
<p>7. Activates students' prior H/SS knowledge and experience</p>	<p>Seldom activates students' prior H/SS knowledge and experience</p>	<p>Often activates students' prior H/SS knowledge and experience</p>	<p>Regularly activates students' prior H/SS knowledge and experience</p>	
<p>8. Asks questions and implements methods that encourage students to think critically</p>	<p>Rarely asks questions and implements methods that encourage students to think critically</p>	<p>Works diligently to ask questions and implement methods that encourage students to think critically</p>	<p>Habitually asks questions and implements methods that encourage students to think critically</p>	
<p>9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	<p>Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	<p>Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	<p>Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	
<p>10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS</p>	<p>Demonstrates little initiative in seeking out and using resources from a variety of sources to create meaningful and challenging H/SS curriculum</p>	<p>In some instances, seeks out and uses resources from a variety of sources to create meaningful and challenging H/SS curriculum</p>	<p>Actively seeks out and uses resources from a variety of sources to create meaningful and challenging H/SS curriculum</p>	

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11. Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning	Has difficulty creating a respectful, supportive, and challenging environment that supports individual student’s development, construction of H/SS knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning	Usually creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and beginning understanding of the multiple interacting influences on H/SS learning	Routinely creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning	
12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations	Rarely uses informal and formal assessment data to modify H/SS instruction, to plan appropriate lessons, or to make purposeful decisions about group formations	On some occasions, uses informal and formal assessment data to modify H/SS instruction, to plan appropriate lessons, and to make purposeful decisions about group formations	Consistently uses informal and formal assessment data to modify H/SS instruction, to plan appropriate lessons, and to make purposeful decisions about group formations	
13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning	Does not intentionally sequence learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning	Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning	Purposely and effectively sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning	
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective	Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and	Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective	Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective	

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verbal and nonverbal communication techniques	effective verbal and nonverbal communication techniques	verbal and nonverbal communication techniques	verbal and nonverbal communication techniques	
15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback	Is not systematically documenting student H/SS learning in both ongoing and summative ways and rarely provides students with this feedback	Is beginning to systematically document student H/SS learning in both ongoing and summative ways and often provides students with this feedback	Systematically documents student H/SS learning in both ongoing and summative ways and provides students with this feedback	
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society.	Rarely prepares students for active participation in American society through the study of social studies/history.	At times prepares students for active participation in American society through the study of social studies/history.	Successfully prepares students for active participation in American society through the study of social studies/history.	
17. Uses technology to enhance students' learning of H/SS.	Does not use technology or uses technology ineffectively.	Is beginning to use technology such as online resources, classroom technology, simulations, etc. to enhance students learning of H/SS.	Effectively uses technology such as online resources, classroom technology, simulations, etc. to enhance students learning of H/SS.	
18. Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge.	Shows little understanding intra- and inter-disciplinary connections and how they enrich students' understanding of H/SS.	Demonstrates some ability to make intra- and inter-disciplinary connections to enhance student understanding of H/SS.	Engages all students in intra- and inter-disciplinary connections that enrich their understanding of H/SS.	
19. Develops students' ability to effectively analyze primary and secondary sources.	Does not use primary and/or secondary sources or does not	Attempts to use support students to effectively analyze	Expertly develops students' ability to effectively analyze primary and secondary sources	

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	support student analysis of these sources.	primary and secondary sources to better understand H/SS.	in order to better understand H/SS.	
CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration	Level 1 Not Making Satisfactory Progress	Level 2 Making Satisfactory Progress	Level 3 Making Outstanding Progress	Not Observed
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning	Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, and involve families in students' H/SS learning	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' H/SS learning	Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning	
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being	Seldomly collaborates with faculty members in the school community to support students' H/SS learning and well-being	Occasionally collaborates with faculty members in the school community to support students' H/SS learning and well-being	Regularly collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being	
22. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice	Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions or consult H/SS research or theory	Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice; is often willing to ask probing questions and occasionally draws upon H/SS research and theory in an effort to inform practice	Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions and regularly draws upon H/SS research and theory in an effort to inform and shape practice	

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<p>23. Seeks out and participates in opportunities to grow professionally</p>	<p>Rarely seeks out and participates in opportunities to grow professionally</p>	<p>Usually seeks out and participates in opportunities to grow professionally</p>	<p>Exceeds expectations in seeking out and participating in opportunities to grow professionally</p>	
<p>NCSS THEMATIC STANDARDS: Pedagogical and Professional Knowledge, Skills and Dispositions</p>	<p>Level 1 Not Making Satisfactory Progress</p>	<p>Level 2 Making Satisfactory Progress</p>	<p>Level 3 Making Outstanding Progress</p>	
<p>24. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity (NCSS 1.1)</p>	<p>Candidate is able to assist learners to understand elements of culture, but does not assist learners in seeing culture as an integrated whole. Little or no opportunity exists for students to explain how cultures address human needs and concerns; nor predict how experiences may be interpreted by people from diverse cultural perspectives</p>	<p>Candidate is able to assist learners to understand and apply the concept of culture as an integrated whole; analyze and explain how groups, societies, and cultures address human needs and concerns; predict how experiences may be interpreted by people from diverse cultural perspectives; compare and analyze societal patterns for transmitting and preserving culture; assess the importance of cultural unity and diversity</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to interpret patterns of behavior as reflecting values and attitudes; construct reasoned judgments about specific cultural responses to persistent human issues; explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology</p>	
<p>25. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change (NCSS 1.2)</p>	<p>Candidate is able to assist learners to identify and describe significant historical periods and patterns of change within and across cultures, but provides only a monolithic, static view of historic knowledge and time. Seldom are patterns of historical change and continuity explored</p>	<p>Candidate is able to assist learners to understand that historical knowledge and the concept of time are socially influenced constructions; apply key concepts such as time, chronology, causality, change, conflict, and complexity to show connections among patterns of historical change and continuity; identify and</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to use processes of critical historical inquiry to reconstruct and interpret the past; investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues.</p>	

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		describe significant historical periods and patterns of change within and across cultures.		
<p>26. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments (NCSS 1.3)</p>	<p>While representations of the Earth and maps are provided, Candidate does little to help learners to interpret, use, refine, or distinguish these images. Information about people, places, regions, and environments is provided, but there is no analysis of varying regional or global patterns. Only superficial exploration of the characteristics, distribution, and migration of human populations is provided for learners.</p>	<p>Candidate is able to assist learners to use, interpret, and distinguish various representations of Earth; construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context; locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems; explore characteristics, distribution, and migration of human populations.</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies; examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes; explore ways in which Earth's physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features</p>	
<p>27. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity (NCSS 1.4)</p>	<p>Candidate is able to assist learners to understand the concepts of development, learning, motivation, behavior, perception, and personality. Candidate struggles to assist learners to articulate personal connections to time, place, and cultural systems; appreciate and describe the influence of cultures upon the daily lives of individuals; or describe how</p>	<p>Candidate is able to assist learners to articulate personal connections to time, place, and social/ cultural systems; appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals; describe how family, religion, gender, ethnicity, nationality, and socioeconomic status contribute to the development</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations; analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity; compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination,</p>	

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	<p>family, religion, gender, ethnicity, nationality, and socioeconomic status contribute to the development of a sense of self.</p>	<p>of a sense of self; apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality.</p>	<p>and other behaviors on individuals and groups; understand how individual perceptions develop, vary, and can lead to conflict; work independently and cooperatively within groups and institutions to accomplish goals; examine factors that contribute to and damage one's mental health; and analyze issues related to mental health and behavioral disorders in contemporary society.</p>	
<p>28. Possesses 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 (NCSS 1.5)</p>	<p>While the candidate is able to assist learners to understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society; understand the various forms institutions take and describe and examine belief systems basic to specific traditions and laws – little is done to analyze tensions between individuals and groups nor to apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems.</p>	<p>Candidate is able to assist learners to understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society; understand the various forms institutions take; identify and analyze examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity; describe and examine belief systems basic to specific traditions and laws; explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze groups and evaluate the influences of institutions, people, events, and cultures; evaluate the role of institutions in furthering both continuity and change; analyze the extent to which groups and institutions meet individual needs and promote the common good</p>	

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		examination of persistent social issues and problems.		
<p>29 Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance (NCSS 1.6)</p>	<p>Candidate is only able to assist learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation and identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government. Little attention is given to examining the rights, roles, and status of individuals in relation to the general welfare; explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.</p>	<p>Candidate is able to assist learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation; understand the purpose of government and how its powers are acquired, used, and justified; examine issues involving the rights, roles, and status of individuals in relation to the general welfare; explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations; identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government.</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security; apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems; explain and evaluate how governments attempt to achieve their stated ideals at home and abroad.</p>	
<p>30. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services (NCSS 1.7)</p>	<p>Candidate is able to assist learners to understand the development of economic system and the relationship among various economic institutions as well as compare basic economic systems, distinguishing between domestic and global economic systems. Candidate struggles engaging learners in</p>	<p>Candidate is able to assist learners to explain how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed; compare the costs and benefits to society of allocating goods and services</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; analyze the role of specialization and exchange in economic processes; assess</p>	

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	<p>evaluating the costs and benefits to society of allocating goods and services through private and public means.</p>	<p>through private and public means; understand the relationships among various economic institutions; compare basic economic systems; distinguish between domestic and global economic systems, and explain how the two interact; distinguish between economics as a field of inquiry and the economy.</p>	<p>how values and beliefs influence private and public economic decisions; apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; analyze public issues and devise economic plans for accomplishing socially desirable</p>	
<p>31. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society (NCSS 1.8)</p>	<p>Candidate is able to assist learners to identify and describe both current and historical examples of science, technology, and society as well as identify and perspectives about human societies and the physical world using scientific knowledge. Little is done to help learners make judgments about how science and technology have transformed the physical world and human society nor evaluate various policies proposed to deal with social changes resulting from new technologies.</p>	<p>Candidate is able to assist learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society; make judgments about how science and technology have transformed the physical world and human society; evaluate various policies proposed to deal with social changes resulting from new technologies; identify and interpret various perspectives about human societies and the physical world using scientific knowledge</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors; formulate strategies and develop policy proposals pertaining to science/technology-society issues</p>	
<p>32. Possesses the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global</p>	<p>While the candidate attempts to assist learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global</p>	<p>Candidate is able to assist learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze and evaluate the effects of changing technologies on the global community; analyze the</p>	

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<p>Connections and Interdependence (NCSS 1.9)</p>	<p>understanding or cause misunderstanding; explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations, little is done to help learners evaluate the role of international and multinational organizations in the global arena; illustrate how individual behaviors and decisions connect with global systems.</p>	<p>or cause misunderstanding; explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; describe and evaluate the role of international and multinational organizations in the global arena; illustrate how individual behaviors and decisions connect with global systems.</p>	<p>causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues; analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues; analyze the relationships and tensions between national sovereignty and global interests</p>	
<p>33. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices (NCSS 1.10)</p>	<p>While the candidate is able to assist learners to understand the origins and continuing influence of key ideals of the democratic republican form of government, little is done to help learners analyze, interpret or evaluate examples of citizens' rights and responsibilities, nor analyze and evaluate, information about selected public issues, nor practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.</p>	<p>Candidate is able to assist learners to understand the origins and continuing influence of key ideals of the democratic republican form of government; identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities; locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues; practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic; analyze a variety of public policies and issues.</p>	<p>LEVEL 2 PLUS: Candidate is able to assist learners to analyze and evaluate the influence of various forms of citizen action on public policy; evaluate the effectiveness of public opinion in influencing and shaping public policy; evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; construct policy statements and action plans to achieve goals related to issues of public concern; participate in activities to strengthen the "common good."</p>	

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Cooperating Teacher writes summary comments about the teacher candidate's progress in preparation for final three-way meeting. University Supervisor adds summary comments at the meeting.

CT Common Core of Teaching	Summary Comments
<p>1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p> <p>2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p>	