*Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society*

**Ohio Wesleyan University**

**Supplemental Student Teaching Evaluation Form:**

**Alignment with NCSS Social Studies Standards**

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of School and District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject/Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For each Theme, please evaluate the student teach according to the following criteria for both Planning and Teaching:

**Excellent** – Consistently Exceeds Expectations

**Proficient** – Consistently Meets expectations

**Adequate** – Partially meets expectations

**Unsatisfactory** – Needs focused attention

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| --- | --- |
| **Culture and Cultural Diversity (NCSS Theme 1.1)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***culture*** *and* ***cultural diversity****.* | |
| **Description**: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “culture and cultural diversity” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “culture and cultural diversity” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “culture and cultural diversity” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “culture and cultural diversity.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “culture and cultural diversity.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “culture and cultural diversity.” | The candidate provides students with some general tasks about the study of “culture and cultural diversity.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “culture and cultural diversity.” |  | | |
| Comments/ Suggestions: | |
| **Time, Continuity, and Change (NCSS Theme 1.2)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***time continuity*** *and* ***change****.* | |
| **Description:** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “time, continuity, and change” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “time, continuity, and change” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “time, continuity, and change” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “time, continuity, and change.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “time, continuity, and change.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “time, continuity, and change.” | The candidate provides students with some general tasks about the study of “time, continuity, and change.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “time, continuity, and change.” |  | | |
| Comments/Suggestions: | |
| **People, Places, and Environments (NCSS Theme 1.3)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***people, places****, and* ***environments****.* | |
| **Description:** The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “people, places, and environments” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “people, places, and environments” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “people, places, and environments” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “people, places, and environments.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “people, places, and environments.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “people, places, and environments.” | The candidate provides students with some general tasks about the study of “people, places, and environments.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “people, places, and environments.” |  | | |
| Comments/Suggestions: | |
| **Individual Development and Identity (NCSS Theme 1.4)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with* ***individual human development*** *and* ***identity****.* | |
| **Description:** Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “individual development and identity” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “individual development and identity” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “individual development and identity” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “individual development and identity.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “individual development and identity.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “individual development and identity.” | The candidate provides students with some general tasks about the study of “individual development and identity.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “individual development and identity.” |  | | |
| Comments/Suggestions: | |
| **Individuals, Groups, and Institutions (NCSS Theme 1.5)**  *Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study* ***of interactions among individuals****,* ***groups****, and* ***institutions****.* | |
| **Description:** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “individuals, groups, and institutions” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “individuals, groups, and institutions” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “individuals, groups, and institutions” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “individuals, groups, and institutions.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “individuals, groups, and institutions.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “individuals, groups, and institutions.” | The candidate provides students with some general tasks about the study of “individuals, groups, and institutions.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “individuals, groups, and institutions.” |  | | |
| Comments/Suggestions: | |
| **Power, Authority, and Governance (NCSS Theme 1.6)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***power****,* ***authority****, and* ***governance****.* |
| **Description:** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals’ rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “power, authority, and governance” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “power, authority, and governance” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “power, authority, and governance” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “power, authority, and governance.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “power, authority, and governance.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “power, authority, and governance.” | The candidate provides students with some general tasks about the study of “power, authority, and governance.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “power, authority, and governance.” |  | |
| Comments/Suggestions: |
| **Production, Distribution, Consumption (Theme 1.7)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***how people organize for the production, distribution, and consumption of goods and services****.* |
| **Description:** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “production, distribution, consumption” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “production, distribution, consumption” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “production, distribution, consumption” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “production, distribution, consumption.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “production, distribution, consumption.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “production, distribution, consumption.” | The candidate provides students with some general tasks about the study of “production, distribution, consumption.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “production, distribution, consumption.” |  | |
| Comments/Suggestions: |
| **Science, Technology, and Society (NCSS Theme 1.8)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***science*** *and* ***technology****.* |
| **Description:** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “science, technology, and society” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “science, technology, and society” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “science, technology, and society” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “science, technology, and society.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “science, technology, and society.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “science, technology, and society.” | The candidate provides students with some general tasks about the study of “science, technology, and society.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “science, technology, and society.” |  | |
| Comments/Suggestions: |
| **Global Connections and Interdependence (NCSS Theme 1.9)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***global connections*** *and* ***interdependence****.* | |
| **Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “global connections and interdependence” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “global connections and interdependence” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “global connections and interdependence” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “global connections and interdependence.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “global connections and interdependence.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “global connections and interdependence.” | The candidate provides students with some general tasks about the study of “global connections and interdependence.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “global connections and interdependence.” |  | | |
| Comments/Suggestions: | |
| **Civic Ideals and Practices (NCSS Theme 1.10)**  *Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of* ***civic ideals*** *and* ***practices****.* | |
| **Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Excellent** | **Proficient** | **Adequate** | **Unsatisfactory** | **Not Observed** | | **Evidence in Planning** | The candidate demonstrates an in-depth knowledge of the central concepts related to “civic ideals and practices” as evidenced by the inclusion of multiple examples/details of the concepts when planning. | The candidate demonstrates substantial knowledge of the central concepts related to “civic ideals and practices” as evidenced by the inclusion of some examples/details of the concepts when planning | The candidate demonstrates partial knowledge of the central concepts related to “civic ideals and practices” as evidenced by the inclusion of some examples/details of the concepts when planning, although not all the examples are fine-tuned | The candidate demonstrates a limited knowledge of the central concepts related to “civic ideals and practices.” |  | | **Evidence in Teaching** | The candidate provides students with developmentally appropriate and challenging learning tasks that encourage the students to think independently, critically, and creatively about the study of “civic ideals and practices.” | The candidate provides students with developmentally appropriate tasks that encourage the students to think independently, creatively, or critically about the study of “civic ideals and practices.” | The candidate provides students with some general tasks about the study of “civic ideals and practices.” | The candidate provides students with limited learning tasks that encourage the students to consider the study of “civic ideals and practices.” |  | | |
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