



### History/Social Studies Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

Aligned with the InTASC Standards: [http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

| N-Not Applicable/Not Observed  | U-Unacceptable | A-Acceptable | T-Target |  | N | U | A | T |
|--|----------------|--------------|----------|--|---|---|---|---|
| <b>Learners and Learning</b>   |                |              |          |  |   |   |   |   |
| <b>InTASC Standard 1: Learner Development</b>  |                |              |          |  |   |   |   |   |
| History/Social Studies Education teacher candidate demonstrates that he/she knows how young people learn and develop and can provide learning opportunities that support a young person’s intellectual, social and personal development.   |                |              |          |  |   |   |   |   |
| Includes learning experiences that are developmentally appropriate for learners.   |                |              |          |  |   |   |   |   |
| Addresses prior knowledge of individual and group performance and makes connections to new knowledge.  |                |              |          |  |   |   |   |   |
| Uses learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.  |                |              |          |  |   |   |   |   |
| Applies knowledge of how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes  |                |              |          |  |   |   |   |   |
| Practices instructional strategies that promote student learning   |                |              |          |  |   |   |   |   |
| Connects the role of language and culture in learning and practices modifying instruction to make language comprehensible and instruction relevant, accessible, and challenging.   |                |              |          |  |   |   |   |   |
| <b>InTASC Standard 2: Learner Differences</b>  |                |              |          |  |   |   |   |   |
| History/Social Studies Education teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities adapted to diverse learners   |                |              |          |  |   |   |   |   |
| Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.  |                |              |          |  |   |   |   |   |
| Designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.   |                |              |          |  |   |   |   |   |
| Brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences, and cultural norms.   |                |              |          |  |   |   |   |   |
| <b>InTASC Standard 3: Learning Environments</b>  |                |              |          |  |   |   |   |   |
| History/Social Studies teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement and learning, and self-motivation. |                |              |          |  |   |   |   |   |
| Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.   |                |              |          |  |   |   |   |   |
| Utilizes managerial procedures, routines, transitions, pacing of instruction, and closures to create and maintain a safe and effective learning environment.   |                |              |          |  |   |   |   |   |
| Implements strategies and effective classroom presence (energy, enthusiasm, confidence, voice) to help students demonstrate responsible personal and social behaviors in a productive learning environment.                                |                |              |          |  |   |   |   |   |

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|--|--|--|--|--|
| Comments on Learners and the Learning Environment:   |  |  |  |  |
| <b>Content</b>   |  |  |  |  |
| <b>InTASC Standard 4: Content Knowledge and Inquiry Skills</b>   |  |  |  |  |
| History/Social Studies teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline (s) he/she teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  |  |  |  |  |
| Integrates enduring understandings, essential questions, and clearly stated learning objectives to foster inquiry and higher-level thinking skills.  |  |  |  |  |
| Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s).   |  |  |  |  |
| Demonstrates knowledge of major concepts, assumptions, debates, processes of inquiry, and academic language and content of his/her discipline(s).  |  |  |  |  |
| <b>InTASC Standard 5: Application of Content</b>   |  |  |  |  |
| History/Social Studies Education teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.   |  |  |  |  |
| Designs and selects content to facilitate the development of discipline-based inquiry including multiple and/or global perspectives, and to draw connections to real-world issues.   |  |  |  |  |
| Guides students to use critical thinking skills such as determining the reliability and factual accuracy of sources, distinguishing relevant from irrelevant information, and/or determining the validity of an argument.  |  |  |  |  |
| Facilitates learners' use of current tools and resources (including digital and interactive technologies) to maximize content learning in varied contexts.   |  |  |  |  |
| Engages students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.   |  |  |  |  |
| <b>Alignment to Standards</b>  |  |  |  |  |
| Unit plans and individual lesson plans accurately align content and skill objectives to relevant National Council for Social Studies (NCSS) Thematic Standards ( <a href="http://www.socialstudies.org/standards/strands">http://www.socialstudies.org/standards/strands</a> ), Arizona State Content and Common Core Standards ( <a href="http://www.azed.gov/standards-practices/academic-standards/social-studies/">http://www.azed.gov/standards-practices/academic-standards/social-studies/</a> ). |  |  |  |  |
| <b>Teacher Candidate in All Social Studies Subject Classrooms:</b>   |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of culture and diversity (NCSS 1.1).   |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of global connections and interdependence (NCSS 1.9).  |  |  |  |  |
| Aligns unit plans and daily lesson plans to applicable state and/or common core standards.   |  |  |  |  |
| <b>Teacher Candidate in History Classroom:</b>   |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of time, continuity, and change (NCSS 1.2).  |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of people, places, and environments (NCSS 1.3).  |  |  |  |  |
| <b>Teacher Candidate in American Government Classroom:</b>   |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of power, authority, and governance (NCSS 1.6).  |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of civic ideals and practices (NCSS 1.10).   |  |  |  |  |
| <b>Teacher Candidate in Economics Classroom:</b>   |  |  |  |  |
| Provides appropriate experiences to guide learners in the study of how people organize for the production, distribution, and consumption of goods and services (NCSS 1.7).   |  |  |  |  |
| Comments on Content and Content Application:   |  |  |  |  |

### Assessment

#### InTASC Standard 6: Assessment

History/Social Studies Education teacher 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 process.

Engages learners in multiple ways of demonstrating knowledge and skills before, during, and after instruction.

Balances the use of pre-, formative, and summative assessments as appropriate, to support, verify, and document learning.

Analyzes assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners, as well as parents/guardians and other vested stakeholders.

Comments on Assessment:

### Instructional Practice

#### InTASC Standard 7: Planning for Instruction

History/Social Studies Education teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context.

Develops appropriate sequencing of learning experiences, uses a variety of instructional methods, and provides multiple ways to demonstrate knowledge and skill.

Evaluates plans in relation to short- and long-range goals, as well as appropriate content standards, and systematically adjusts plans to meet each student's learning needs and enhance learning.

#### InTASC Standard 8 Instructional Strategies

History/Social Studies Education teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Maximizes the amount of class time students are on task and engaged in learning.

Demonstrates knowledge of current technology through planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Asks questions to stimulate discussion that serves a variety of purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Varies role in the instructional process (e.g. instructor, facilitator, coach, audience, learner) in relation to the content and purposes of instruction and the needs of learners.

Comments on Instructional Practice:

### Dispositions

#### InTASC Standard 9 Professional Learning and Ethical Practice

History/Social Studies Education teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, composure, honesty) appropriate to relevant laws and policies

Demonstrates an openness to new ideas and accepts constructive criticism in a professional manner and makes adjustments.

Demonstrates commitment to a deeper understanding of his/her own frames of reference (e.g. culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and the impact on expectations for and relationships with learners and their families.

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| Seeks professional development opportunities and/or opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.  |                |              |          |   |   |   |   |
| Comments on Dispositions:  |                |              |          |   |   |   |   |
| Comments: <b>How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.</b>   |                |              |          |   |   |   |   |
| Comments: <b>How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)</b>   |                |              |          |   |   |   |   |
| Comments: <b>Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?</b> |                |              |          |   |   |   |   |
| Please note the interpretation for the scoring rubric is as follows:   |                |              |          |   |   |   |   |
| N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.  |                |              |          |   |   |   |   |
| U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.   |                |              |          |   |   |   |   |

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.