



Distributed Teacher and Leader Education

Teacher Candidate Evaluation Form

NCSS Thematic Standards – Performance Evidence

Teacher Candidate: _____ USBID: _____

Cooperating Teacher or University Instructor: _____ Grade/ Course: _____

Student Teaching Placement

7-9 10-12

DIRECTIONS

The National Council for the Social Studies requires all accredited education programs to provide performance evidence showing how well teacher candidates can plan and deliver instruction aligned with the 10 NCSS Thematic Standards. Stony Brook instructors use this form to evaluate lesson and unit planning in the methods courses, and we ask that all cooperating teachers complete this form for their student teachers at the end of the placement using the rubric below.

We recognize that not all standards may be addressed in some courses, such as economics, participation in government. However, students are expected to address all standards during their placements in US and global history.

Rubric

1	2	3	4
Does not meet standards	Minimally meets standards	Meets standards	Exceeds standards
Does not address the standard, does not understand the standard or use it properly in a lesson or unit where it should be taught, and/or does not adequately design instruction with respect to this	Addresses the standard, but may not adequately capture the significance of the standard for the topic being taught and/or effectively communicate it to the students.	Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.	Standard is addressed where appropriate and the main understandings are communicated by relating them to the topic in a sophisticated manner and employing well-conceived learning activities.

standard.			
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	1	2	3	4
I.Culture and Cultural Diversity				
Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? This standard expects candidates to understand the basic scholarly concepts of anthropology.

Comments:

II.Time, Continuity & Change				
Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 standard expects candidates to be familiar with the history of the United States, western civilization, and non-western society.

Comments:

III.People, Places and Environments				
Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? This standard expects candidates to understand the basic scholarly concepts of geography.

Comments:

IV. Individual Development & Identity

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? This standard expects candidates to understand the basic scholarly concepts of psychology.

Comments:

V. Individuals, Groups & Institutions

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? This standard expects candidates to understand the basic scholarly concepts of sociology.

Comments:

VI. Power, Authority & Governance

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? This standard expects candidates to understand the basic scholarly concepts of political science.

Comments:

VII. Production, Distribution, Consumption

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? This standard expects candidates to understand the basic concepts of micro- and macro-economics.

Comments:

VIII. Science, Technology & Society

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 standard expects candidates to understand the manner by which science and technology have enhanced or threatened the development of human society.

Comments:

IX. Global Connections

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 standard expects candidates to understand that our planet has been exposed to an ever-increasing human interdependence in a world made smaller by improvements in communication, transportation, and trade.

Comments:

X.Civic Ideals and Practices

Evidence in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

Comments: