



Student Teaching Evaluation Form-Social Studies 7-12 (STE-SS)

Teacher Candidate _____ Semester _____

Course (circle one) ADO 420/ADO 421 ADO 595/ADO 596 Supervisor _____

Cooperating Teacher _____ Subject _____

School _____

The cooperating teacher and college supervisor will collaboratively evaluate the student teacher’s performance in the classroom on the criteria indicated below. Please enter your individual scores in TK20. These criteria were developed with special consideration regarding the NCSS standards and to represent the content-area expectations that the SUNY Oswego School of Education has for its adolescence Social Studies candidates. Criteria were also developed to meet SUNY Oswego’s pedagogy expectations, which deal with a candidate’s ability to plan, instruct, engage, assess, and reflect upon instruction. Additional feedback can be provided on the final page of this form.

- 3 = Met** The teacher candidate has demonstrated clear evidence of meeting the target standard.
- 2 = Met, but Developing** The teacher candidate has demonstrated evidence of meeting the target standard, but still has yet to fully meet the target standard
- 1=Not Met, but Developing** The teacher candidate has attempted to meet the target standard, but is still continuing to develop skills needed to fully meet the target standard
- 0= Unacceptable** The Teacher Candidate has not attempted to meet the target standard.
(Comments Needed)

Area 1: Overview of Planning-Before the Lesson (NCSS Standards 1.1-1.10)				
a. Candidate plans, in a timely manner, lessons, which are informative, relevant, accurate, and engaging	3	2	1	0
b. Candidate’s plans for instruction build on one another, allowing students to make clear and meaningful connections.	3	2	1	0
c. Candidate integrates different mediums, including print and electronic sources, to address the variety of students’ learning strengths and needs.	3	2	1	0
d. Activities and learning tasks draw upon students’ prior knowledge and experiences, as well as social/emotional development and interests.	3	2	1	0
e. Candidate creates learning tasks that integrate the phenomena of social studies: facts and concepts, interpretation and analysis, and building and constructing an argument.	3	2	1	0

Area 2: Content Knowledge: Planning and Implementation (NCSS Standards 1.1-1.10)					
a. Culture and Cultural Diversity Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
b. Time, Continuity, and Change Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
c. People, Places, and Environments 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.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
d. Individual Human Development and Identity Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of idea associated with individual human development and identity.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
e. Individuals, Groups, and Institutions Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
f. Power, Authority, and Governance 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.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
g. Production, Distribution, & Consumption 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 productions, distribution, and consumption of goods and services.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0
h. Science, Technology, & Society Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.					
1. Evidence in planning.		3	2	1	0
2. Evidence in teaching.		3	2	1	0

i. Global Connections and Interdependence 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.				
1. Evidence in planning.	3	2	1	0
2. Evidence in teaching.	3	2	1	0
j. Civic Ideals and Practices 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.				
1. Evidence in planning.	3	2	1	0
2. Evidence in teaching.	3	2	1	0

Area 3: Assessment and Feedback Candidate is able to construct and present assessments which fairly and accurately rate student’s knowledge of information and criteria provided during instruction. Candidate is also able to provide students with genuine feedback, which promotes student growth. (NCSS Standards 1.1-1.10)				
a. Criteria are clearly aligned with NCSS standards and learning objectives from the period of instruction.	3	2	1	0
b. Candidate provides students with feedback that is clear, specific, and accurate.	3	2	1	0
c. Assessment demonstrates candidate has presented social studies content in an effective manner.	3	2	1	0

Area 4: Reflection Candidate is able to reflect on all aspects of their teaching, including planning instructional delivery, and assessment. (NCSS Standards 1.1-1.10)				
a. Candidate is able to adapt lessons based on student needs in order to improve both individual and collective student understanding.	3	2	1	0
b. Candidate uses the results of assessments in order to identify student strengths and weaknesses.	3	2	1	0
c. Candidate is able to justify changes in their teaching practices citing assessment of students’ strength and weaknesses.	3	2	1	0

Area 5: Professionalism The teacher candidate understands the ethical, moral, and legal complexities of schooling and the professional behaviors and dispositions expected of educators as delineated by institutional, school district, state and national standards, and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues. (NCSS 1.1-1.10)				
a. Attendance and punctuality.	3	2	1	0
b. Communication and collaboration with host teacher	3	2	1	0
c. Timeliness of lesson planning and task collaborations.	3	2	1	0
d. Interactions with students.	3	2	1	0
e. Interactions with professional staff, faculty, and administrators.	3	2	1	0
f. Recordkeeping.	3	2	1	0

Comments Addressing Unacceptable:

Comments about Strengths:

Comments about target areas for growth or improvement:

Signature and Date