

RHODE ISLAND COLLEGE

Student Teacher Performance Evaluation

Using the NCSS Content Standards

Semester _____

This form is to be completed 3 times by the university supervisor and 3 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern _____ Date _____

Supervisor/Cooperating Teacher _____

School _____ Subject _____ Grade _____

LESSON CONTENT/OBJECTIVE

Evaluate your student teacher/intern in three ways for each NCSS content standards. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

	INADEQUATE	MINIMALLY ACCEPTABLE	AVERAGE	VERY GOOD	EXCELLENT	N/A
PLANNING: Organization and Content of planning for observed lesson						
TEACHING: Delivery of lesson plan, includes classroom management						
EVALUATION: Candidate's evaluation of students. May be oral or written.						

1. **Inadequate:** Not present, unacceptable planning for professional teaching.
2. **Minimally Acceptable:** Acceptable level of planning for professional teaching, but needs work.
3. **Average:** Acceptable level of planning for professional teaching.
4. **Very Good:** Better than average level of planning for professional teaching.

- 5. Excellent:** Display a very high level of workmanship and/or creativity of planning for professional teaching.

NCSS Theme I

Culture and Cultural Diversity

*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

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme II

Time, Continuity, and Change

*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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme III

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.***

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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme IV

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 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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme V

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.***

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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme VI

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**.*

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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme VII

Production, Distribution, and 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 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.

Evidence in planning	1	2	3	4	5
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Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme VIII

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**.*

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.

Evidence in planning	1	2	3	4	5
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Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme IX

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**.*

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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

NCSS Theme X

Civic Ideas 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**.*

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.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

ASSESSMENT 4

Student Teacher Performance Evaluation using the NCSS Content Standards

COHORT I

2 Candidates

Instructions: Provide at least one cohort of licensure test sub-score assessments appropriate to Standards 1.1-1.10 and Standard 2.1, if applicable

1. **Inadequate:** Not present, unacceptable planning for professional teaching.
2. **Minimally Acceptable:** Acceptable level of planning for professional teaching, but needs work.
3. **Average:** Acceptable level of planning for professional teaching.
4. **Very Good:** Better than average level of planning for professional teaching.
5. **Excellent:** Display a very high level of workmanship and/or creativity of planning for professional teaching.
- 6.

STANDARD									
	1.1	Range	Average	1.2	Range	Average	1.3	Range	Average
Evidence in planning	4,5	4-5	4.5	4,5	4-5	4.5	4,5	4-5	4.5
Evidence in teaching	4,4	4	4	4,4	4	4	4	4	4
Evidence of effectiveness in producing the desired student learning	4,4	4	4	4,4	4	4	4	4	4

STANDARD

	1.4	Range	Average	1.5	Range	Average	1.6	Range	Average
Evidence in planning	3,4	3-4	3.5	4,5	4-5	4.5	4,5	4-5	4.5
Evidence in teaching	3,4	3-4	3.5	4,5	4-5	4.5	4,5	4-5	4.5
Evidence of effectiveness in producing the desired student learning	3,4	3-4	3.5	4,5	4-5	4.5	4,5	4-5	4.5

STANDARD									
	1.7	Range	Average	1.8	Range	Average	1.9	Range	Average
Evidence in planning	3,4	3-4	3.5	3,4	3-4	3.5	4,5	4-5	4.5

Evidence in teaching	3,4	3-4	3.5	3,4	3-4	3.5	4,5	4-5	4.5
Evidence of effectiveness in producing the desired student learning	3,4	3-4	3.5	3,4	3-4	3.5	4,5	4-5	4.5

STANDARD						
	1.10	Range	Average	2.1	Range	Average
Evidence in planning	4,5	4-5	4.5	4,5	4-5	4/5
Evidence in teaching	4,5	4-5	4.5	4,5	4-5	4.5

Evidence in teaching	4	4	4	5	5	5	5	5	5
Evidence of effectiveness in producing the desired student learning	4	4	4	5	5	5	5	5	5

STANDARD									
	1.7	Range	Average	1.8	Range	Average	1.9	Range	Average
Evidence in planning	4	4	4	5	5	5	5	5	5

Evidence in teaching	4	4	4	5	5	5	5	5	5
Evidence of effectiveness in producing the desired student learning	4	4	4	5	5	5	5	5	5

STANDARD						
	1.10	Range	Average	2.1	Range	Average
Evidence in planning	5	5	5	5	5	5
Evidence in teaching	5	5	5	5	5	5

Evidence of effectiveness in producing the desired student learning						
	5	5	5	5	5	5

COHORT III

1 Candidate

STANDARD									
	1.1	Range	Average	1.2	Range	Average	1.3	Range	Average
Evidence in planning	4	4	4	4	4	4	4	4	4
Evidence in teaching	3	3	3	4	4	4	4	4	4

Evidence of effectiveness in producing the desired student learning	3	3	3	4	4	4	4	4	4
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STANDARD								
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1.4	Range	Average	1.5	Range	Average	1.6	Range	Average
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	3	3	3	4	4	4	4	4	4
Evidence in teaching	3	3	3	4	4	4	4	4	4
Evidence of effectiveness in producing the desired student learning	3	3	3	4	4	4	4	4	4

STANDARD									
	1.7	Range	Average	1.8	Range	Average	1.9	Range	Average
Evidence in planning	3	3	3	3	3	3	4	4	4
Evidence in teaching	3	3	3	3	3	3	4	4	4
Evidence of effectiveness in producing the desired student learning	3	3	3	3	3	3	4	4	4

STANDARD

	1.10	Range	Average	2.1	Range	Average
Evidence in planning	4	4	4	4	4	4
Evidence in teaching	4	4	4	4	4	4
Evidence of effectiveness in producing the desired student learning	4	4	4	4	4	4

