

UCO History Education E-Portfolio Assessment #6

STUDENT TEACHING CLASSROOM PERFORMANCES FOR SOCIAL STUDIES/HISTORY EDUCATION e-PORTFOLIO

(Sample – assessment will be emailed to mentor)

Student Teacher: _____ Date: _____

Class Observed: _____ School: _____

Printed Name of Observing/Cooperating Teacher: _____

Signature of Observing/Cooperating Teacher: _____

Note to the Observing/Cooperating Teacher: Please score student teacher performance in accordance with the rubric below. We understand that the student teacher may not have had an opportunity to address all ten National Council of Social Studies themes; in this case, simply place an X in the Not Applicable box. In addition to the scores below, please write a narrative evaluation on the back of this form, describing the overall effectiveness of the student teacher in addressing the ten NCSS themes.

Table 1: Rubric for Student Teacher Performance Relating to National Council of Social Studies Thematic Standards

NCSS Themes	Outstanding =5	Proficient =4	Developing =3	Basic =2	Unsatisfactory =1	Not Applicable	Total Points
#1-Culture and Cultural Diversity - Anthropology – World History- Did the student teacher show an ability to answer the questions of how cultures of various Western and non-Western societies contribute to our understanding of the world today?							
#2-Time, Continuity, and Change – History- Did the student teacher							

<p>address changes over time in terms of conflicts, ideas, and social conditions in history?</p>							
<p>#4 – Individual Development and Identity – Race, Gender and Ethnicity- Did the student teacher address the question of individual responsibilities and community relationships? Did the student teacher mention or seek to frame conversations in such a way as to indicate an awareness of building world peace, starting with one person at a time?</p>							
<p>#5 – Individuals, Groups, and Institutions – Sociology – Did the student teacher explore changes in social values and lifestyles? Did the student teacher mention social changes for women and minorities?</p>							
<p>#6 – Power, Authority, and Governance –</p>							

<p>Government – Did the student teacher demonstrate that he or she had a grounded understanding of civil liberties, the Bill of Rights, how these rights are debated and protected by the Constitution of the United States?</p>							
<p>#7- Production, Distribution & Consumption – Economics – Did the student teacher adequately explore the interconnection between capitalism and politics and how these two systems interact to shape decisions relating to economic, social, and political justice?</p>							
<p>#8 – Technology and Society – History of Science – Did the student teacher identify major scientific discoveries and technological inventions that have occurred in the United States and elsewhere? What effects might these advances have had on individuals, communities, and the global community?</p>							
<p>#9 – Global Connections – World History – Did the student teacher consider the role of politics, humanitarian</p>							

issues, economic problems, and moral roles of state, non-governmental, and individual actors within a global setting?							
#10 – Civic Ideals and Practices – American Federal Government – Did the student teacher explain to and encourage their students to see their school as part of a larger community in which students had responsibilities to learn how to become a good citizen?							

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Table 2: Social Studies Student Teaching Skills

		Measures					
Objectives	Outstanding	Proficient	Developing	Basic	Unsatisfactory	Assessment	
Instructor accurately represented historical chronology							
Instructor accurately represented historical content							
Instructor ably demonstrated geographical literacy and geographical implications for teaching Social Studies							
Instructor accurately developed historical and social context of lesson							

Instructor developed historical theme and reinforced by in-class, small group, large group, or some other form of interaction						
Instructor possessed clarity of purpose in teaching Social Studies, i.e. was easy to follow						
Instructor highlighted connections between citizenship and study of Social Studies						
Instructor clearly included a variety of teaching resources (beyond the textbook)						

Summary Assessment:

Please provide a summary assessment of the effectiveness of the student teacher in fostering learning among the students in the classroom. In other words, did the students respond positively to the student teacher and did the students learn under her/his direction?