

STUDENT TEACHING EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
 Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor
 Student teaching experience: __ first; __ second
 Semester: _____ Course # _____

Part I: NCSS standards for social studies teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please evaluate, with respect to each of the ten thematic standards by the National Council for the Social Studies, the extent to which the candidate has demonstrated the desired level of proficiency **in the each following areas:**

- A. **Candidate's content knowledge** – i.e., the candidate has sufficient background knowledge about the theme to inform effective planning and instruction.
- B. **Candidate's planning and implementation of instruction** – i.e., the candidate possesses the capabilities and dispositions to organize and provide instruction about the theme in a way that is effective and appropriate to the students' developmental level, background knowledge and culture.
- C. **Candidate's assessment of student learning** – i.e., the candidate possesses the knowledge, capabilities and dispositions to monitor and assess student learning in ways that are consistent with identified instructional goals and strategies and mindful of students' ability.
- D. **Candidate's effect on students' learning** – i.e., the candidate's teaching has increased students' understanding, knowledge and interest about the theme.

To evaluate each of these dimensions, please use the following rubrics:

n/o: Not observable – i.e., the theme was not addressed during the candidate's student teaching

- 1. **Insufficient** – i.e., you have evidence that indicates that the candidate has not yet achieved the desired level of proficiency.
- 2. **Emergent/needs improvement** – i.e., you have evidence that indicates that the candidate has only partially achieved the desired level of proficiency.
- 3. **Basic proficiency** – i.e., you have evidence that indicates that the candidate has demonstrated the desired level of proficiency at least once.
- 4. **Outstanding proficiency** – i.e., you have evidence that indicates that the candidate consistently demonstrates the desired level of proficiency.

NOTE: To arrive to this evaluation, you may want to refer to the more detailed explanations provided by NCSS for each specific standard (included in the "Social Studies Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at

<http://www.socialstudies.org/ncate/>.

1.1 Culture and Cultural Diversity	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

<i>1.2 Time, Continuity, and Change</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

<i>1.3 People, Places, and Environments</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

<i>1.4 Individual Development and Identity</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

<i>1.5 Individuals, Groups, and Institutions</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

<i>1.6 Power, Authority, and Governance</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

1.7 Production, Distribution, and Consumption	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

1.8 Science, Technology and Society	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

1.9 Global Connections	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					
D. Candidate's effect on student learning					

Additional comments:

1.10 Civic ideals and Practices	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
A. Candidate's content knowledge.					
B. Candidate's planning.					
C. Candidate's implementation of instruction.					
D. Candidate's assessment of student learning					

Additional comments:

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Evaluator's role: ___ cooperating teacher; ___ university supervisor; ___ faculty advisor
Student teaching experience: ___ first ___ second
Semester: _____ Course # _____

Part II: Warner School standards and proficiencies for all teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please indicate the extent to which the candidate has achieved each of the following proficiencies, which all Warner teacher candidates are expected to demonstrate before they can graduate from their program.

In your evaluation of each target proficiency, please use the following rubrics:

n/o: Not observable – The context for the student teaching experience was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – i.e., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

- 1. Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.
- 2. Emergent/needs improvement** – i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).
- 3. Basic proficiency**– i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.
- 4. Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

NOTE: Candidates with 1 in any category may be dropped from the program; candidates in their second student teaching experience with 2 in any category will be required to extend this experience until they can demonstrate this proficiency; only candidates with a score of 3 or 4 in each proficiency will be allowed to pass their second student teaching experience and graduate from the program.

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Proficiency:	n/o	1	2	3	4
1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.	X				
1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.					
1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions.					
1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.					

Additional comments:

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Proficiency:	n/o	1	2	3	4
2.1. Candidates understand human development and how it is affected by context.	X				
2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.					
2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					

Additional comments:

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

Proficiency:	n/o	1	2	3	4
3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.					
3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.					
3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.					
3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.					

Additional comments:

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

Proficiency:	n/o	1	2	3	4
4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals.					
4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards.					
4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.					
4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.					

Additional comments:

5. LEARNING COMMUNITY PRINCIPLE:

The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.

Proficiency:	n/o	1	2	3	4
5.1. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.					
5.2. Candidates are able to construct comfortable and safe classroom environments for all students.					
5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.”					

Additional comments:

6. COMMUNICATION PRINCIPLE:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Proficiency:	n/o	1	2	3	4
6.1. Candidates understand the role of language in teaching and learning.					
6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.					
6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.					
6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.					

Additional comments:

7. PLANNING PRINCIPLE:

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Proficiency:	n/o	1	2	3	4
7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.					
7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.					

Additional comments:

8. ASSESSMENT PRINCIPLE:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Proficiency:	n/o	1	2	3	4
8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.					
8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.					
8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.					
8.4. Candidates are able to have a positive effect on their students' learning.					

Additional comments:

9. PROFESSIONAL PRACTICE PRINCIPLE:

The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field.

Proficiency:	n/o	1	2	3	4
9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.					
9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).					

Additional comments:

10. COMMUNITY PRINCIPLE:

The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.

Proficiency:	n/o	1	2	3	4
10.1. Candidates value and seek out parental and community involvement.					
10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.					

Additional comments:

Feel free to attach additional pages with your narrative evaluation if you wish