

**Richard W. Riley College of Education, Winthrop University  
SOCIAL STUDIES EDUCATION INTERNSHIP I EVALUATION REPORT**

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

<b>OBSERVATIONS</b>	<b>Lesson Content/Topic</b>	<b>Date</b>
University Supervisor		
Mentor Teacher		
Site-Based Observer		

<b>EVALUATION OUTCOMES</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Short Range Planning			
Instruction			
Environment			
Professionalism			
Social Studies Education			

A teacher candidate must score a “Meets Expectations” rating or above in each performance domain to be scored as **Satisfactory**.  
The teacher candidate is  **Unsatisfactory**  **Satisfactory**

*With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.*

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

08.2021

**Directions:** Please highlight or shade the appropriate section after carefully considering each of the descriptions. These responses should reflect regular practices and not one-time efforts. The key for the abbreviations below is **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” **BE**= “Below Expectations,” and **NO** = “**No Opportunity.**” This column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Provide rating explanations under “Supporting Documentation and Evidence”.

**Internship I Evaluation Rubric**

DOMAIN 1: PLANNING					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.</p> <p><i>(In SCST this means TC plans that demonstrate alignment with the C3 Framework, state-required content standards, and theory and research.)</i></p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) NCSS 2a</p>	<p>Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement.</p> <p><i>(In SCST this means simply that TC plans learning sequences.)</i></p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p> <p><i>(In SCST this means that TC plans learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards, and theory and research.)</i></p>	<p>Lesson plans are <b>consistently</b> aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to <b>maximize</b> student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.</p> <p><i>(In SCST this means that TC plans learning sequences that demonstrate an explicit and specific alignment with the C3 Framework, state required content standards, and theory and research.)</i></p>	
<p><b>SUPPORTING DOCUMENTATION and EVIDENCE</b></p>					

## DOMAIN 1: PLANNING

		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
1.2	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.</p> <p><i>(In SCST this means that <b>TC designs and implements a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.</b>)</i></p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCSS 3a</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p> <p>Accommodations are not planned or are inappropriate.</p> <p><i>(In SCST this means that <b>TC designs assessments that measure learning.</b>)</i></p>	<p>Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.</p> <p><i>(In SCST this means that <b>TC designs a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of representation, AND TC also aligns assessments with state required content standards.</b>)</i></p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives <b>and cognitive task</b>, and occur at various points during the lesson. <b>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations.</b> Plans appropriate assessment accommodations to meet individual learner needs.</p> <p><i>(In SCST this means that <b>TC designs a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of disciplinary knowledge, inquiry, and forms of representation that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society, AND TC will also align assessments with state required content standards</b>)</i></p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

## DOMAIN 1: PLANNING

		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
1.3	<p>TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.</p> <p><i>(In SCST this means that TC exhibits data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.)</i></p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCSS 3d</p>	<p>TC does not gather or examine student performance data or does not use data appropriately in the planning process.</p> <p><i>(In SCST this means that TC collects student assessment data.)</i></p>	<p>TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans</p> <p><i>(In SCST this means that TC collects, analyzes, and interprets various types of data including student-learning outcomes to help determine instructional decision-making.)</i></p>	<p>TC gathers and uses a <b>variety</b> of learner performance data from multiple assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.</p> <p><i>(In SCST this means TC collects, analyzes, and interprets various types of data including student-learning outcomes to transform data into actionable curriculum, knowledge of students, and/or instructional practices related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.)</i></p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
1.4	<p>TC plans differentiated instruction to address diverse learning needs.</p> <p>InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)</p>	<p>Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>Lesson plans include <b>specific strategies</b> for differentiation of <b>teaching procedures/pacing</b> to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 1: PLANNING**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
Describe at least one <b>short-range planning</b> strength:					
List at least one <b>short-range planning</b> goal:					

**DOMAIN 2: INSTRUCTION**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
2.1	TC effectively communicates appropriately challenging expectations to learners.  CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the <b>purpose and relevance of the content.</b>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 2: INSTRUCTION**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
2.2	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a <b>variety of specific</b> instructional strategies for meeting the needs of diverse learners.	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
2.3	<p>TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.</p> <p>InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	TC presentation of content has misinformation and lacks clarity.	TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC’s presentation of content is clear, <b>precise</b> , and accurate. The TC uses content knowledge to field questions, <b>make connections</b> , and address misconceptions.	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 2: INSTRUCTION**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
2.4	<p>TC measures student mastery of learning by using assessment strategies with established performance criteria.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)</p>	TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.	TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.	TC uses <b>multiple</b> assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria <b>throughout instruction</b> to measure mastery of learning. <b>In addition, candidate provides opportunities for individual learners to self-check during the lesson.</b>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
2.5	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p>	TC rarely provides feedback or feedback is unrelated to lesson objectives.	TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides <b>specific, corrective, and timely</b> instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 2: INSTRUCTION**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
2.6	<p>TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p>	<p>TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).</p>	<p>TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.</p>	<p>. TC demonstrates effective and <b>strategic</b> teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. <b>In addition, TC moves throughout the space to maintain eye contact with students.</b></p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
2.7	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>CAEP 1.4 SCTS 4.0- Instruction (Motivating Students; Teacher Knowledge of Students)</p>	<p>TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.</p>	<p>TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.</p>	<p>TC uses strategies that address the needs of <b>individual</b> learners from diverse cultural backgrounds including strategies such as providing examples that are <b>relevant to specific culture.</b></p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 2: INSTRUCTION**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
Describe at least one <b>instruction</b> strength:					
List at least one <b>instruction</b> goal:					

**DOMAIN 3: ENVIRONMENT**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	Exceeds Expectations	No Opportunity
3.1	TC creates and maintains a safe educational environment that is conducive to learning.  SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows the mentor teacher’s procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.	TC follows safety procedures and <b>makes adjustments</b> to the physical environment to <b>promote learning</b> , avoid distractions, and ensure safe use of materials.	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 3: ENVIRONMENT**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds <b>positively</b> to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. <b>TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity</b> which acknowledge and celebrate all students' background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)</p>	<p>TC rarely uses strategies that promote student social interaction.</p>	<p>TC implements instructional activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions and productive teamwork.</p>	<p>TC structures instructional <b>and non-instructional routines</b> and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and <b>collaborative learning</b>.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

**DOMAIN 3: ENVIRONMENT**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>No Opportunity</b>
3.4	<p>TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.</p>	<p>TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>	<p>TC <b>follows and makes appropriate adjustments to</b> the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
Describe at least one <b>environment</b> strength:					
List at least one <b>environment</b> goal:					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.1	TC effectively co-teaches with the mentor teacher.	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC <b>collaborates with the mentor</b> teacher to plan and implement co-taught lessons.	
SUPPORTING DOCUMENTATION and EVIDENCE					
4.2	TC establishes professional relationships with school personnel and students.  InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, <b>but, also, takes initiative to establish positive relationships with school personnel</b> (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	
SUPPORTING DOCUMENTATION and EVIDENCE					
4.3	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication <b>integrates professional vocabulary</b> which is appropriate for students and professionals and reflects standard English conventions.	
SUPPORTING DOCUMENTATION and EVIDENCE					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is <b>clear and appropriate for varied audiences</b> . Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and <b>includes proficient use of professional language</b> .	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
4.5	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **  InTASC 9	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and <b>demonstrates an advocacy position</b> when discussing or acting upon legal issues related to students.	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.6	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)</p> <p>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)</p>	<p>TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>	<p>TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organizes materials and activities in advance.</p>	<p>TC comes to the classroom prepared for each day and <b>displays a high degree of organization</b>. Plans are prepared in advance and discussed with mentor teacher. TC is organizes materials and activities in advance and <b>takes initiative for various classroom responsibilities</b>.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
4.7	<p>TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p><b>TC seeks and is receptive to constructive feedback</b>. TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.8	<p>TC uses self-reflection to evaluate and improve professional practice.</p> <p>InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)</p>	<p>TC’s reflections include general statements not supported by specific examples and plans for change are not included.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include <b>detailed explanations of strategies</b> that will be used to improve instruction and student learning.</p>	
<p><b>SUPPORTING DOCUMENTATION and EVIDENCE</b></p>					

\* A *Below Expectations* rating on this item may result in failure for the internship.

<p>Describe at least one <b>professionalism</b> strength:</p>	
<p>List at least one <b>professionalism</b> goal:</p>	

DOMAIN 5: Social Studies Education					
		Below Expectations	Meets Expectations	Exceeds Expectations	No opportunity
5.1	<p>TC <b>plans learning sequences that engage learners with disciplinary concepts, facts, and tools</b> from the social studies disciplines to facilitate social studies literacies for civic life.</p> <p>NCSS 2b</p>	<p>TC plans learning sequences that <b>use disciplinary concepts, facts, and tools.</b></p>	<p>TC plans learning sequences that <b>engage learners with disciplinary concepts, facts, and tools</b> from the social studies disciplines that enable students <b>to understand the world around them.</b></p>	<p>TC plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines <b>to foster everyday literacies, disciplinary literacies, and inquiry literacies.</b></p> <p><i>This means equipping students to be engaged citizens.</i></p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
5.2	<p>TC plans learning sequences that <b>engage learners in disciplinary inquiry</b> to develop social studies literacies for civic life.</p> <p>NCSS 2c</p>	<p>TC <b>plans learning sequences that use inquiry.</b></p>	<p>TC plans learning sequences that <b>engage learners in discipline-specific ways of knowing that characterize social studies subject matter</b> that enable students <b>to understand the world around them.</b></p>	<p>TC plans learning sequences that engage learners in the discipline-specific ways of knowing that characterize social studies subject matter that <b>enable students to investigate issues in the world around them.</b></p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

5.3	TC plans learning sequences where learners <b>create disciplinary forms of representation</b> that convey social studies knowledge and civic competence. NCSS 2d	TC plans learning sequences that <b>include forms of representation.</b>	TC plans learning sequences <b>where learners will create disciplinary forms of representation</b> that communicate the results of disciplinary inquiry.	TC plans learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that <b>fosters political knowledge, self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.</b>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
5.4	TC plans learning sequences that <b>use technology</b> to foster civic competence. NCSS 2e	TC plans learning sequences that <b>do not use technology.</b>	TC plans learning sequences that <b>use technology to investigate questions.</b>	TC plans learning sequences that use technology to <b>investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.</b>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

<p>5.5</p>	<p>TC designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards. NCSS 3b</p>	<p>TC designs learning experiences.</p>	<p>TC designs coherent and relevant learning experiences that <b>engage learners in disciplinary knowledge, inquiry, and forms of representation,</b> AND TC also aligns learning experiences with state-required content standards.</p>	<p>TC designs coherent and relevant learning experiences that <b>fosters political knowledge,</b> a self-interested <b>investment in political engagement,</b> and a disposition toward a <b>more inclusive, just, and equitable society.</b> AND TC will also aligns assessments with state required content standards.</p>	
<p><b>SUPPORTING DOCUMENTATION and EVIDENCE</b></p>					
<p>5.6</p>	<p><b>TC uses theory and research</b> to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence. NCSS 3c</p>	<p>TC implements instructional practices and assessments.</p>	<p>TC implements a <b>variety</b> of instructional practices and authentic assessments that <b>draw upon general concepts from theory and research.</b></p>	<p>TC uses principles from theory and research <b>to justify implementation of a variety of instructional practices and authentic assessments</b> featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.</p>	
<p><b>SUPPORTING DOCUMENTATION and EVIDENCE</b></p>					

5.7	<p>TC <b>engages learners in self-assessment practices</b> that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.</p> <p>NCSS 3e</p>	<p>TC <b>utilizes assessment practices</b> in the classroom.</p>	<p>TC <b>engages learners in self-assessment practices that monitor and evaluate the quality</b> of their thinking and behavior when learning.</p>	<p>TC <b>engages learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations</b> related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
5.8	<p>TC uses knowledge of <b>learners' socio-cultural assets, learning demands, and individual identities to plan and implement</b> relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p> <p>NCSS 4a</p>	<p>TC plans and implements pedagogy that <b>acknowledges learners' socio-cultural assets, learning demands, and individual identities.</b></p>	<p>TC uses knowledge of learners' socio-cultural assets, learning demands, and individual identities <b>to plan and implement pedagogy that is relevant to learners' personal, family, and community experiences.</b></p> <p>AND</p> <p>TC uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is <b>relevant to learners' cognitive and emotional demands.</b></p>	<p>TC uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' personal, family, and community experiences that <b>demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</b></p> <p>AND</p> <p>TC uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

5.9	<p><b>TC facilitates collaborative, interdisciplinary learning environments</b> in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation. NCSS 4b</p>	<p>TC directs learning environments that support <b>teacher-dependent learning</b></p>	<p>TC facilitates <b>collaborative learning environments</b> that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.</p>	<p>TC facilitates collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines <b>to become informed advocates for an inclusive and equitable society.</b></p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					
5.10	<p><b>TC engages learners in ethical reasoning</b> to deliberate social, political, and economic issues, communicate conclusions, and <b>takes informed action</b> toward achieving a more inclusive and equitable society. NCSS 4c</p>	<p>TC acknowledges social, political, and economic issues with learners.</p>	<p>TC facilitates learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions <b>that identify potential opportunities for informed action.</b></p>	<p>TC facilitates learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions <b>and takes informed action</b> that challenges the effects of injustice in schools, community, or society.</p>	
<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>					

08.2021

Describe at least 1 <b>Content</b> strength:	
Describe at least 1 <b>Content</b> goal:	