

Social Science & History Secondary Education Content Knowledge Evaluation Form
Modified 2014

University of Montana Western
Department of Education

To be completed by the Supervising Teacher or Principal,
as part of the Student Teaching or Internship evaluation

This form may be completed in an on-going basis,
throughout the Student Teaching or Internship semester

Based on the standards of the National Council for Social Studies (NCSS)
<http://www.socialstudies.org/standards/teacherstandards>

Student Teacher/Intern name: _____

Student Teacher/Intern Signature: _____ Date _____

Supervisor name: _____

Supervisor Signature _____ Date: _____

Ratings: 0= unacceptable 1=developing 2=proficient 3=professional

Thematic standards for all Disciplines: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of:

1. Theme One: **Culture and Cultural Diversity.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

2. Theme Two: **Time, Continuity and Change.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

3. Theme Three: **People, Places and Environments.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

4. Theme Four: **Individual Development and Identity.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

5. Theme Five: **Interactions among Individuals, Groups and Institutions.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

6. Theme Six: **Power, Authority and Governance**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

7. Theme Seven: How people organize for the **Production, Distribution and Consumption** of goods and services.

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

8. Theme Eight: **Science, Technology and Society.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

9. Theme Nine: **Global Connections and Interdependence.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

10. Theme Ten: **Civic Ideals and Practices.**

Date: Evidence:

Date: Evidence:

Rating: 0 1 2 3

Discipline specific standards: History teachers should provide developmentally appropriate experiences as they guide learners in their study. They should:

11. Assist learners in utilizing **chronological thinking** so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

12. Enable learners to **develop historical comprehension** in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers, and draw upon visual, literary, or musical sources.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

13. Guide learners in practicing **skills of historical analysis and interpretation**, such as compare and contrast, and differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

14. Help learners understand how historians study history; assist learners in **developing historical research capabilities** that enable them to formulate historical questions, obtain and question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

15. Help learners to **identify issues** and problems in the past, recognize factors contributing to such problems, identify and analyze alternative **courses of action, formulate a position** or course of action, and **evaluate** the implementation of that decision.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

16. Assist learners in acquiring **knowledge of historical content in United States history** in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples, including Native Americans (including Montana tribes), who have contributed to the development of the continent of North America.

Date: _____ **Evidence:** _____

Date: _____ **Evidence:** _____

Rating: 0 1 2 3

17. Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West and of Native Americans, and in comparing patterns of continuity and change in different parts of the world.

Date: _____ **Evidence:** _____

Date: _____ **Evidence:** _____

Rating: 0 1 2 3

18. Enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

Date: _____ **Evidence:** _____

Date: _____ **Evidence:** _____

Rating: 0 1 2 3

Average Rating:

(Add all ratings, then divide by 18) _____

Additional Comments (Strengths and Areas for Improvement):