

National Council for the Social Studies
Professional Standards for Teacher Candidates in Social Studies Education

Student Teacher _____ School _____
 Class Observed _____ Date _____
 Co-op Teacher _____ Observer _____

Scoring

Outstanding (4)	The candidate's quality of work and performance is distinctly superior to normally-accepted standards. He or she exceeds performance standards; has the potential to be an outstanding first-year teacher.
Competent (3)	The candidate's quality of work and performance demonstrates readiness for service as a professional educator. His or her performance was consistently above the average performance standards; demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.
Emerging Competency (2)	The candidate's work and performance shows promise, but improvement must be seen in subsequent student-teaching observations. Demonstrates basic level of performance. He or she is inconsistent in meeting minimum performance standards. Does not demonstrate sufficient depth in most areas.
Needs Improvement (1)	The candidate's work and performance is deficient to a degree that casts doubt on his or her ability to complete the student-teaching experience satisfactorily; remediation is required. Does not meet minimum performance standards. Does not perform at an acceptable level on required competencies.

In the following sections, please evaluate the teacher candidate's ability to plan and enact instruction specific to social studies content.

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.

NCSS Theme I Culture and Cultural Diversity	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme II Time, Continuity and Change	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme III People, Places and Environments	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme IV Individual Human Development and Identity	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Suggestions					

NCSS Theme V Individuals, Groups and Institutions

Teachers of social studies at all 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.

NCSS Theme V Individuals, Groups and Institutions	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme VI Power, Authority and Governance	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Suggestions					

NCSS Theme VII Production, Distribution, 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.

NCSS Theme VII Production, Distribution, Consumption	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme VIII Science, Technology, Society	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

NCSS Theme IX Global Connections and Interdependence	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Suggestions					

NCSS Theme X Civic Ideals 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.

NCSS Theme X Civic Ideals and Practices	N/A	NI 1	EC 2	C 3	O 4
Evidence in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of effectiveness in producing the desired student learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Suggestions					