

Observation Number: _____

Observer's Initials: _____

PURDUE UNIVERSITY FORT WAYNE
Social Studies Education Student Teaching Observation Form

Student: _____ Visitation Date/Time: _____

University Supervisor/Cooperating Teacher: _____

School: _____ No. of Students: _____ Subject: _____

Specific Observations: What did you see and hear?

Questions/comments/
connections to standards:

Observation Number: _____

Observer's Initials: _____

Observations continued:

Questions/comments/
connections continued:

Observer's additional feedback (highlight the areas of strength):

Future goals – **determined jointly** (based on NCSS standards, see next pages)

University Supervisor/Cooperating Teacher:

(Signature) (Date)

Student Teacher:

(Signature) (Date)

Social Studies Standards (NCSS)

Standard 1: Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Element 1a: Candidates are knowledgeable about the *concepts, facts, and tools* in civics, economics, geography, history, and the social/behavioral sciences.

Element 1b: Candidates are knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.

Element 1c: Candidates are knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.

Standard 2: Application of Content through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Element 2a: Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

Element 2b: Candidates plan learning sequences that engage learners with *disciplinary concepts, facts, and tools* from the social studies disciplines to facilitate social studies literacies for civic life.

Element 2c: Candidates plan learning sequences that engage learners in *disciplinary inquiry* to develop social studies literacies for civic life.

Element 2d: Candidates plan learning sequences where learners create *disciplinary forms of representation* that convey social studies knowledge and civic competence.

Element 2e: Candidates plan learning sequences that use technology to foster civic competence.

Standard 3: Design and Implementation of Instruction and Assessment

Social Studies Standards (NCSS)

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 3a: Candidates design and implement 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.

Element 3b: Candidates design and implement learning experiences that engage learners in *disciplinary knowledge, inquiry, and forms of representation* for civic competence and demonstrate alignment with state-required content standards.

Element 3c: Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring *disciplinary knowledge, inquiry, and forms of representation* for civic competence.

Element 3d: Candidates exhibit 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 civic competence.

Element 3e: Candidates engage learners in self-assessment practices that support individualized learning outcomes related to *disciplinary knowledge, inquiry, and forms of representation* for civic competence.

Standard 4: Social Studies Learners and Learning

Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 4a: Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

Element 4b: Candidates facilitate collaborative, interdisciplinary learning environments in which learners use *disciplinary facts, concepts, and tools*, engage in *disciplinary inquiry*, and create *disciplinary forms of representation*.

Element 4c: Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Standard 5: Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Element 5b: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Element 5c: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.