

CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment *HISTORY/SOCIAL SCI.*

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

Performance Criteria: Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

California Teaching Performance Expectations (TPE) Part II: Teaching History/Social Science	ST	MT	US
<p>History/Social Science Narrative</p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards.
- Enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students.
- Use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence.
- Help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence.
- Help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues.
- Beginning teachers also use time lines and maps to reinforce students' sense of temporal and spatial scale.
- Teach students how social science concepts and themes provide insights into historical periods and culture.
- Help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- Teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject relevant texts and graphic/media representations presented in diverse formats.
- Teach students to write argumentative and expository text in the content area.
- Connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world.
- Teach students how cultural perspectives inform and influence understandings of history.
- Select and use appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.
- Ask questions and structure academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors. They will be able to create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encourage students to reflect on and share their insights and values. They will be able to design activities to illustrate multiple viewpoints on issues.
- Provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area.
- Monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

Student Teacher

Mentor Teacher

University Supervisor