

# SED 764 – Social Science

## Student Teacher Mid-Semester Assessment

### Additional Subject-Specific Assessment for Social Science

#### Secondary Education Credential Program

#### Humboldt State University

Student Teacher (ST) \_\_\_\_\_  
 Mentor Teacher (MT) \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_

Date \_\_\_\_\_  
 School \_\_\_\_\_  
 Grade \_\_\_\_\_

In SED 764, the student teacher is responsible for full-time extensive involvement in the classroom. *Directions:* The student teacher, mentor teacher, and university supervisor shall conduct a three-way communication to evaluate student teacher progress and complete the rating portion of this for. Individual rating may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. *Ratings are for performance as student teachers, not as experienced teachers.*

Candidates teaching Social Science in a Single Subject Assignment must demonstrate their competence in the following additional areas:	Rating		
	ST	MT	US
<b>INSTRUCTIONAL SKILLS</b>			
1. demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12).			
2. enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students			
3. use timelines and maps to reinforce students' sense of temporal and spatial scale			
4. teach students how social science concepts and themes provide insights into historical periods and cultures			
5. help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities			
6. connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues			
7. teach students how cultural perspectives inform and influence understandings of history			
8. select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture			
9. ask questions and structure academic instruction to help students recognize prejudices and stereotypescreate 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			
10. 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			
11. design activities to counter illustrate multiple viewpoints on issues			
12. monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives			

Overall performance as a student teacher of English: (MT and US should check one.)

- Exceeded expectations  
 Met expectations  
 Performed below expectations\*

\*Candidates who perform below expectations will be placed on contract, detailing those areas in which they need to seek improvement prior to the end of their student teaching phase. Implicit in being on contract is the fact that candidates who are not able to meet or exceed all expectations may be required to do additional student teaching and ultimately may not be recommended for a credential. Please call the Coordinator, Sheila Rocker Heppie, at 826-5870 with any questions.

Signatures:

\_\_\_\_\_  
 Student Teacher

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

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