

Form Completed by: \_\_\_\_ University Supervisor \_\_\_\_ Cooperating Teacher \_\_\_\_ Intern

**COASTAL CAROLINA UNIVERSITY  
SPADONI COLLEGE OF EDUCATION**

**NCSS (Social Studies): Circle One: Formative/Summative Evaluation**

**Intern:**

**CCU ID:**

**School Site:**

**Grade/Subject:**

**Cooperating Teacher:**

**University Supervisor:**

**Date:**

Directions: This assessment will be administered twice during the internship semester: once during the Formative Conference, and once during the Summative Conference. All members of the internship triad (University Supervisor, Cooperating Teacher, and Intern) are to score this form prior to the conference, and then the University Supervisor should complete a consensus during the Summative conference. The purpose of this assessment is to determine adequate candidate progress on the specific requirements of the NCSS program evaluation framework.

Details: Candidates are expected to earn an average of a “3” on the elements of this rubric by the Summative Conference. Any item scored below a “3” on the consensus evaluation should include actionable feedback for the candidate.

**NCSS Specific Standards Rubric – Formative and Summative**

<i>Element</i>	<i>Standard</i>	<i>Unacceptable</i> <b>1</b>	<i>Developing</i> <b>2</b>	<i>Proficient</i> <b>3</b>	<i>Exemplary</i> <b>4</b>
<b>1. Content Knowledge in subjects taught during internship.</b>	<i>NCSS Element 2a</i>	Candidate’s content knowledge was not demonstrated throughout internship by the use of appropriate resources or activities.	Candidate’s content knowledge was demonstrated throughout internship by the use of appropriate, discipline-specific resources.	Candidate’s content knowledge was demonstrated throughout the internship by use of appropriate, discipline-specific materials, resources, and activities.	Candidate’s content knowledge was demonstrated throughout the internship by use of appropriate, discipline-specific materials, resources, activities, and assessments.
<b>Rater Score:</b>		<b>Item Feedback:</b>			

<b>2. Pedagogical Content Knowledge</b>	<i>NCSS 2b</i>	Candidate did not use assessments to determine student understanding of the key concepts and facts of the discipline.	Candidate used summative assessments to determine student understanding of the key concepts and facts of the discipline.	Candidate used a variety of assessments, including formative and summative assessments, to determine student understanding of the key concepts and facts of the discipline.	Candidate used a variety of assessments, including formal, informal, formative, and summative assessments, to determine student understanding of the key concepts and facts of the discipline.
<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>3. Understanding of the inquiry process for the subject taught</b>	<i>NCSS 2C</i>	Candidate did not plan learning sequences that encouraged inquiry in the discipline.	Candidate planned and implemented learning sequences that encouraged students to develop questions and analyze resources appropriate for the discipline.	Candidate planned and implemented learning sequences that encouraged students to develop questions, analyze resources appropriate for the discipline, and communicate conclusions.	Candidate planned and implemented learning sequences that encouraged students to develop questions, analyze resources appropriate for the discipline, communicate conclusions, and take informed action in their schools or communities.
<b>Rater Score:</b>		<b>Item Feedback:</b>			

<b>4. Understanding disciplinary literacy and accepted methods for communicating information in the subject taught.</b>	<i>NCSS 2d</i>	Candidate did not include appropriate sources for the discipline in their instruction.	Candidate included a variety of sources and evidence appropriate to the discipline in their instruction.	Candidate included a variety of sources and evidence appropriate to the discipline in their instruction and required students to analyze appropriate sources and evidence.	Candidate included a variety of sources and evidence appropriate to the discipline in their instruction and required students to locate and analyze appropriate sources and evidence as part of research projects.

<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>5. Using a variety of researchbased practices</b>	<i>NCSS 5a</i>	Candidate did not plan and implement a variety of teaching activities	Candidate planned and implemented a variety of teaching activities and strategies (i.e. lectures, homework, and classwork).	Candidate planned and implemented a variety of researchbased teaching activities and strategies (i.e. using problem-based learning approaches, or cooperative learning strategies)	Candidate planned and implemented a variety of researchbased teaching activities and strategies specific to the discipline being taught (i.e. using Historical Thinking activities to teach History, or using Structured Academic Controversy to teach Government)
<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>6. Using a variety of assessments, including authentic assessments and self-assessments</b>	<i>NCSS 3e</i>	Candidate did not plan or implement a variety of assessments that include authentic assessments or selfassessments.	Candidate planned and implemented a variety of formative and summative assessments, including one authentic (realworld) assessment OR selfassessment.	Candidate planned and implemented a variety of formative and summative assessments, including one authentic (realworld) assessment and selfassessment.	Candidate planned and implemented a variety of formative and summative assessments, including more than one authentic (realworld) assessment and selfassessment.
<b>Rater Score:</b>		<b>Item Feedback:</b>			

<b>7. Uses a variety of discussion strategies to allow students to discuss ethical perspectives</b>	<i>NCSS 4c</i>	Candidate did not plan or implement discussions that allowed students to explore multiple ethical perspectives of events and topics.	Candidate planned and implemented one discussion strategy, (which could include Socratic Seminars, deliberations, and small-and wholegroup academic debates) that allowed students to explore at least two ethical perspectives of events and topics.	Candidate planned and implemented two or more discussion strategies, (which could include Socratic Seminars, deliberations, and small-and wholegroup academic debates) that allowed students to explore at least two ethical perspectives of events and topics.	Candidate planned and implemented three or more discussion strategies, (which could include Socratic Seminars, deliberations, and small-and wholegroup academic debates) that allowed students to explore at least three ethical perspectives of events and topics.
<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>8. Using technology as an inquiry aid</b>	<i>NCSS 2e</i>	Candidate did not plan or implement assignments that required the appropriate use of technology as an inquiry aid.	Candidate implemented at least one assignment that required technology.	Candidate planned and implemented at least one assignment that required the appropriate use of technology as an inquiry aid.	Candidate planned and implemented two or more assignments that required the appropriate use of technology as an inquiry aid.
<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>9. Using technology to reflect on teaching and make adjustments</b>	<i>NCSS 3d</i>	Candidate did not use data from assessment results to modify instruction and reflect on student learning.	Candidate used data from assessment results to modify instruction and reflect on student learning at least once.	Candidate used data from assessment results to modify instruction and reflect on student learning weekly.	Candidate used data from assessment results to modify instruction and reflect on student learning almost daily.
<b>Rater Score:</b>		<b>Item Feedback:</b>			

<b>10. Fostering an environment of collaboration</b>	<i>NCSS 4b</i>	Candidate did not plan or implement assignments that required collaboration between students.	Candidate implemented at least one assignment that required collaboration between students.	Candidate planned and implemented assignments that required collaboration between students weekly.	Candidate planned and implemented assignments that required collaboration between students almost daily.
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<b>Rater Score:</b>		<b>Item Feedback:</b>			
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<b>11. Using culturally responsive teaching practices</b>	<i>NCSS 4a</i>	Candidate did not demonstrate understanding of their students and teaching contexts to plan and implement responsive pedagogy.	Candidate demonstrated understanding of their students and teaching contexts by planning and implementing relevant and responsive pedagogy at least once.	Candidate demonstrated understanding of their students and teaching contexts by planning and implementing relevant and responsive pedagogy weekly.	Candidate demonstrated understanding of their students and teaching contexts by planning and implementing relevant and responsive pedagogy almost daily.
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<b>Rater Score:</b>		<b>Item Feedback:</b>			
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<b>12. Professional practice: understanding self to understand others</b>	<i>NCSS 5b</i>	Candidate is not able to articulate their own cultural backgrounds, or recognize how they are similar to and different from the cultural background of their students.	Candidate is able to articulate their own cultural backgrounds, and recognize how they are similar to and different from the cultural background of their students, but does not use this knowledge to meet the diverse needs of students.	Candidate is able to articulate their own cultural backgrounds, and recognize how they are similar to and different from the cultural background of their students, and use this knowledge to meet the diverse needs of students.	Candidate is able to articulate their own cultural backgrounds, recognize how they are similar to and different from the cultural background of their students; and use this knowledge to meet the diverse needs of students as well as teach students to recognize and explore issues of equity and social justice (i.e. leading an inquiry on gender imbalance in politics, or looking at historical housing restrictions to understand current racial income imbalances).
<b>Rater Score:</b>		<b>Item Feedback:</b>			
<b>13. Professional practice: being active in the profession</b>	<i>NCSS 5c</i>	Candidate does not serve as an advocate for learners, the teaching profession, or social studies.	Candidate serves as an advocate for learners, the teaching profession, or social studies by the way they speak of their profession, but is not actively involved in the school or community.	Candidate serves as an advocate for learners, the teaching profession, or social studies; by becoming involved in school, community, or related associations.	Candidate serves as an advocate for learners, the teaching profession, or social studies; through leadership in service activities in their school, community, or related associations.
<b>Rater Score:</b>		<b>Item Feedback:</b>			

## Signatures:

Intern: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

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