INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate description for each domain component for mid-semester and at the end of the semester.

The rating used in this instrument is based on a three point scale. It will provide opportunities for further in-depth studies of student teacher performance. A major reason is that the criteria used herein now directly conforms to the LOUISIANA ASSESSMENT FOR FIRST YEAR TEACHERS.

Items marked “Unacceptable” should be qualified under the remarks section. Strengths and areas for improvement should also be identified under the remarks section. PLEASE DO NOT LEAVE THE REMARKS SECTION BLANK. Please attach additional sheets if needed or use the back of the form.

SPACES ARE PROVIDED FOR SIGNATURES BY THE STUDENT TEACHER, SUPERVISING TEACHER, SUPERVISING PRINCIPAL, UNIVERSITY COORDINATOR AND COORDINATOR OF STUDENT TEACHING. Signatures must be provided at mid-semester and at the end of the semester.

“Responsible Leaders Engaging in Professional Practice”

RESPONSIBLE LEADERS:
Take responsibility for their own professional development;
Engage in reflective inquiry and use data to adjust instruction;
Engage in leadership in both the school and the community;
Inquire into and serve the profession;
Inquire into and contribute to current research and scholarship;
Engage in ethical behaviors.

RESPONSIBLE LEADERS:
Teach from the local ecology
(culture, community, & environment);
Demonstrate responsibility for inquiring into the local ecology;
Use local knowledge to transform the learning of all students;
Demonstrate responsibility for serving the needs of students and the community.

RESPONSIBLE LEADERS:
Transform the lives of all students by creating positive learning environments;
Use the curriculum to advocate for social change;
Use technology to improve the lives of all students;
Advocate for students in both the school and the community;
Teach for the success of all students.

RESPONSIBLE LEADERS:
Demonstrate an openness to change;
Inquire into the relationship between cultural differences and learning;
Inquire into the learning needs of students;
Inquire into innovative teaching practices that meet the needs of all students;
Collaborate with all parties who have an interest in student success;
Teach students how to use technology to improve their learning.
The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

### Domain 1 - Planning

The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework

<table>
<thead>
<tr>
<th>Description</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate includes activities that develop and assess the objectives</td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
<tr>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The candidate identifies and plans for individual differences</td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
<tr>
<td>LA-NISU-PLO.2, LA-NISU-PLO.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
<tr>
<td>LA-NISU-PLO.2, LA-NISU-PLO.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
<tr>
<td>LA-NISU-PLO.2, LA-NISU-PLO.3, LA-NISU-PLO.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
<tr>
<td>LA-NISU-PLO.2, LA-NISU-PLO.3, LA-NISU-PLO.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

### Domain II - Management -- Component A

The teacher candidate maintains an environment conducive to learning.

<table>
<thead>
<tr>
<th>Description</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate organizes space, materials, and/or equipment to</td>
<td>The candidate consistently organizes space, materials,</td>
<td>The candidate organizes space, materials, and/or equipment to</td>
<td>The candidate infrequently organizes space, materials,</td>
</tr>
<tr>
<td>Domain II - Management -- Component B: The teacher candidate maximizes the amount of time available for instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>1. The candidate manages routines and transitions in a timely manner</strong></td>
<td><strong>Target (3 pts)</strong> The candidate consistently manages routines and transitions in a timely manner</td>
<td><strong>Acceptable (2 pts)</strong> The candidate manages routines and transitions in a timely manner</td>
<td><strong>Unacceptable (1 pt)</strong> The candidate infrequently manages routines and transitions in a timely manner</td>
</tr>
<tr>
<td>LA-NISU-PLO.2</td>
<td><strong>2. The candidate manages and/or adjusts allotted time for activities planned</strong></td>
<td><strong>Unacceptable (1 pt)</strong> The candidate infrequently manages routines and transitions in a timely manner</td>
<td></td>
</tr>
<tr>
<td>LA-NISU-PLO.2</td>
<td><strong>Target (3 pts)</strong> The candidate consistently manages and/or adjusts allotted time for activities planned</td>
<td><strong>Acceptable (2 pts)</strong> The candidate manages and/or adjusts allotted time for activities planned</td>
<td></td>
</tr>
<tr>
<td><strong>Remarks:</strong> Mid-Semester:</td>
<td><strong>Final:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Domain II - Management -- Component C: The teacher candidate manages learner behavior to provide productive learning opportunities |
|---|---|---|
| **1. The candidate establishes expectations for learner behavior** | **Target (3 pts)** The candidate consistently establishes expectations for learner behavior | **Acceptable (2 pts)** The candidate establishes expectations for learner behavior | **Unacceptable (1 pt)** The candidate infrequently establishes expectations for learner behavior |
| LA-NISU-PLO.2 | **2. The candidate uses monitoring techniques to facilitate learning** | **Unacceptable (1 pt)** The candidate infrequently establishes expectations for learner behavior |
| LA-NISU-PLO.2 | **Target (3 pts)** The candidate consistently uses monitoring techniques to facilitate learning | **Acceptable (2 pts)** The candidate uses monitoring techniques to facilitate learning | |
| **Remarks:** Mid-Semester: | **Final:** | |

| Domain III - Instruction -- Component A: The teacher candidate delivers instruction effectively |
### Domain III - Instruction -- Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th>Task</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate presents content at a developmentally appropriate level</td>
<td>The candidate consistently presents content at a developmentally appropriate level</td>
<td>The candidate presents content at a developmentally appropriate level</td>
<td>The candidate infrequently presents content at a developmentally appropriate level</td>
</tr>
<tr>
<td>2. The candidate presents accurate subject matter</td>
<td>The candidate consistently presents accurate subject matter</td>
<td>The candidate presents accurate subject matter</td>
<td>The candidate infrequently presents accurate subject matter</td>
</tr>
<tr>
<td>3. The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate consistently relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate infrequently relates relevant examples, unexpected situations, or current events to the content</td>
</tr>
</tbody>
</table>

**Remarks:**
- **Mid-Semester:**
- **Final:**

### Domain III - Instruction -- Component C: The teacher candidate provides opportunities for student involvement in the learning process

<table>
<thead>
<tr>
<th>Task</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate accommodates individual differences by</td>
<td>The candidate consistently accommodates individual differences by</td>
<td>The candidate accommodates individual differences by</td>
<td>The candidate infrequently accommodates individual differences by</td>
</tr>
</tbody>
</table>

**Remarks:**
- **Mid-Semester:**
- **Final:**
demonstrating openness to diverse academic and socio-cultural behaviors LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6

2. The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.
LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4 LA-NISU-PLO.6 NCSS.1.1

3. The candidate demonstrates ability to communicate effectively with students
LA-NISU-PLO.2

4. The candidate stimulates and encourages higher order thinking at the appropriate developmental levels
LA-NISU-PLO.2 LA-NISU-PLO.4

5. The candidate encourages student participation
LA-NISU-PLO.2

Remarks:
Mid-Semester:

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The candidate monitors ongoing performance of students</td>
<td>The candidate consistently monitors ongoing performance of students</td>
<td>The candidate infrequently monitors ongoing performance of students</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The candidate uses appropriate and effective technique(s)</td>
<td>The candidate consistently uses appropriate and effective technique(s)</td>
<td>The candidate infrequently uses appropriate and effective technique(s)</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The candidate provides timely feedback to students regarding their progress</td>
<td>The candidate consistently provides timely feedback to students regarding their progress</td>
<td>The candidate infrequently provides timely feedback to students regarding their progress</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The candidate produces evidence of student academic growth under his/her instruction</td>
<td>The candidate consistently produces evidence of student academic growth under his/her instruction</td>
<td>The candidate infrequently produces evidence of student academic growth under his/her instruction</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Domain III - Instruction -- Component D: The teacher candidate assesses student progress effectively

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The candidate monitors ongoing performance of students</td>
<td>The candidate monitors ongoing performance of students</td>
<td>The candidate infrequently monitors ongoing performance of students</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The candidate uses appropriate and effective technique(s)</td>
<td>The candidate uses appropriate and effective technique(s)</td>
<td>The candidate infrequently uses appropriate and effective technique(s)</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The candidate provides timely feedback to students regarding their progress</td>
<td>The candidate provides timely feedback to students regarding their progress</td>
<td>The candidate infrequently provides timely feedback to students regarding their progress</td>
</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The candidate produces evidence of student academic growth under his/her instruction</td>
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</tr>
<tr>
<td></td>
<td>LA-NISU-PLO.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain IV - Professionalism -- Component A: The teacher candidate plans for professional development.

1. The candidate conducts themselves in an ethical, just, legal, and professional way LA-NISU-PLO.2
   **Target (3 pts)**: The candidate consistently conducts themselves in an ethical, just, legal, and professional way
   **Acceptable (2 pts)**: The candidate conducts themselves in an ethical, just, legal, and professional way
   **Unacceptable (1 pt)**: The candidate infrequently conducts themselves in an ethical, just, legal, and professional way

2. The candidate works productively thereby serving the community by promoting social justice LA-NISU-PLO.2
   **Target (3 pts)**: The candidate consistently works productively thereby serving the community by promoting social justice
   **Acceptable (2 pts)**: The candidate works productively thereby serving the community by promoting social justice
   **Unacceptable (1 pt)**: The candidate infrequently works productively thereby serving the community by promoting social justice

3. The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community LA-NISU-PLO.2
   **Target (3 pts)**: The candidate consistently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community
   **Acceptable (2 pts)**: The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community
   **Unacceptable (1 pt)**: The candidate infrequently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community

4. The candidate seeks professional improvement LA-NISU-PLO.2 LA-NISU-PLO.5
   **Target (3 pts)**: The candidate consistently seeks professional improvement
   **Acceptable (2 pts)**: The candidate seeks professional improvement
   **Unacceptable (1 pt)**: The candidate infrequently seeks professional improvement

5. The candidate works cooperatively with teachers, administrators, parents, other school personnel, and community LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3
   **Target (3 pts)**: The candidate consistently works cooperatively with teachers, administrators, parents, other school personnel, and community
   **Acceptable (2 pts)**: The candidate works cooperatively with teachers, administrators, parents, other school personnel, and community
   **Unacceptable (1 pt)**: The candidate infrequently works cooperatively with teachers, administrators, parents, other school personnel, and community

Remarks:
- Mid-Semester:

Final:

Domain V - School Improvement -- Component A: The teacher creates partnership with parents/caregivers and colleagues.

1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.6
   **Target (3 pts)**: The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
   **Acceptable (2 pts)**: The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
   **Unacceptable (1 pt)**: The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

2. The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom LA-NISU-PLO.1 LA-NISU-PLO.2
   **Target (3 pts)**: The candidate consistently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
   **Acceptable (2 pts)**: The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
   **Unacceptable (1 pt)**: The candidate infrequently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
### Domain VI - Dispositions

1. **The candidate demonstrates enthusiasm for teaching and learning LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate consistently demonstrates enthusiasm for teaching and learning
   - **Acceptable (2 pts)**: The candidate demonstrates enthusiasm for teaching and learning
   - **Unacceptable (1 pt)**: The candidate infrequently demonstrates enthusiasm for teaching and learning

2. **The candidate demonstrates initiative LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate consistently demonstrates initiative
   - **Acceptable (2 pts)**: The candidate demonstrates initiative
   - **Unacceptable (1 pt)**: The candidate infrequently demonstrates initiative

3. **The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3**
   - **Target (3 pts)**: The candidate consistently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations
   - **Acceptable (2 pts)**: The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations
   - **Unacceptable (1 pt)**: The candidate infrequently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations

4. **The candidate meets assignment due dates LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate consistently meets assignment due dates
   - **Acceptable (2 pts)**: The candidate meets assignment due dates
   - **Unacceptable (1 pt)**: The candidate infrequently meets assignment due dates

5. **The candidate's dress and grooming are appropriate LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate's dress and grooming are consistently appropriate
   - **Acceptable (2 pts)**: The candidate's dress and grooming are appropriate
   - **Unacceptable (1 pt)**: The candidate's dress and grooming are infrequently appropriate

6. **The candidate is punctual and attends regularly LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate is consistently punctual and attends regularly
   - **Acceptable (2 pts)**: The candidate is punctual and attends regularly
   - **Unacceptable (1 pt)**: The candidate is infrequently punctual or does not attend regularly

7. **The candidate demonstrates good judgment and discretion when interacting with peers and professionals LA-NISU-PLO.1 LA-NISU-PLO.2**
   - **Target (3 pts)**: The candidate consistently demonstrates good judgment and discretion when interacting with peers and professionals
   - **Acceptable (2 pts)**: The candidate demonstrates good judgment and discretion when interacting with peers and professionals
   - **Unacceptable (1 pt)**: The candidate infrequently demonstrates good judgment and discretion when interacting with peers and professionals

8. **The candidate interacts positively with learners, including those from diverse backgrounds LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6**
   - **Target (3 pts)**: The candidate consistently interacts positively with learners, including those from diverse backgrounds
   - **Acceptable (2 pts)**: The candidate interacts positively with learners, including those from diverse backgrounds
   - **Unacceptable (1 pt)**: The candidate infrequently interacts positively with learners, including those from diverse backgrounds

Remarks:

Mid-Semester:

Final:
## Domain VII - NCSS Themes

### 1. Culture and Cultural Diversity:
- **Target (3 pts)**: Candidate's teaching of content for the Theme of Cultural and Cultural Diversity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.1
- **Acceptable (2 pts)**: Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.
- **Unacceptable (1 pt)**: Candidate’s teaching of content for the Theme of Cultural and Cultural Diversity is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

### 2. Time, Continuity, and Change:
- **Target (3 pts)**: Candidate’s teaching of content for the Theme of Time, Continuity, and Change is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.2
- **Acceptable (2 pts)**: Candidate’s teaching of content for the Theme of Time, Continuity, and Change is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.
- **Unacceptable (1 pt)**: Candidate’s teaching of content for the Theme of Time, Continuity, and Change is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

### 3. People, Places, and Environments:
- **Target (3 pts)**: Candidate’s teaching of content for the Theme of People, Places, and Environments is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.3
- **Acceptable (2 pts)**: Candidate’s teaching of content for the Theme of People, Places, and Environments is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.
- **Unacceptable (1 pt)**: Candidate’s teaching of content for the Theme of People, Places, and Environments is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

### 4. Individual Development and Identity:
- **Target (3 pts)**: Candidate’s teaching of content for the Theme of Individual Development and Identity is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.4
- **Acceptable (2 pts)**: Candidate’s teaching of content for the Theme of Individual Development and Identity is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.
- **Unacceptable (1 pt)**: Candidate’s teaching of content for the Theme of Individual Development and Identity is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

### 5. Individuals, Groups, and Institutions:
- **Target (3 pts)**: Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.5
- **Acceptable (2 pts)**: Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.
- **Unacceptable (1 pt)**: Candidate’s teaching of content for the Theme of Individuals, Groups, and Institutions is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

### 6. Power, Authority, and
Governance: Candidate’s teaching of content for the Theme of Power, Authority, and Governance is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.6

Candidate’s teaching of content for the Theme of Power, Authority, and Governance is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.

Candidate’s teaching of content for the Theme of Power, Authority, and Governance is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

Production, Distribution, and Consumption: Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.7

Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.

Candidate’s teaching of content for the Theme of Production, Distribution, and Consumption is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

Science, Technology, and Society: Candidate’s teaching of content for the Theme of Science, Technology, and Society is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. LA-NISU-PLO.2 NCSS.1.8

Candidate’s teaching of content for the Theme of Science, Technology, and Society is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.

Candidate’s teaching of content for the Theme of Science, Technology, and Society is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

Global Connections: Candidate’s teaching of content for the Theme of Global Connections is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. (1.000, 50%) LA-NISU-PLO.2 NCSS.1.9

Candidate’s teaching of content for the Theme of Global Connections is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.

Candidate’s teaching of content for the Theme of Global Connections is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

Civic Ideals and Practices: Candidate’s teaching of content for the Theme of Civic Ideals and Practices is accurate, and demonstrates awareness of how to apply these concepts within Social Studies. (1.000, 50%) LA-NISU-PLO.2 NCSS.1.10

Candidate’s teaching of content for the Theme of Civic Ideals and Practices is highly accurate, and demonstrates awareness of how to apply these concepts critically within Social Studies.

Candidate’s teaching of content for the Theme of Civic Ideals and Practices is not accurate, and is not able to demonstrate how to apply these concepts within Social Studies.

Remarks:
Mid-Semester:

Final:
MID-SEMESTER FORMATIVE EVALUATION
Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

______________________________________________________________________________  ________________
(SATISFACTORY)                                                                 (UNSATISFACTORY)

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(please attach additional sheets if necessary)

SIGNATURES

Student Teacher ______________________________ Supervising Teacher ____________________________ Supervising Principal ____________________________

University Coordinator ______________________________ Coordinator of Student Teaching ____________________________

FINAL SUMMATIVE EVALUATION

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(SATISFACTORY)                                                                 (UNSATISFACTORY)

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SIGNATURES

Student Teacher ______________________________ Supervising Teacher ____________________________ Supervising Principal ____________________________

University Coordinator ______________________________ Coordinator of Student Teaching ____________________________