

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at [www.plnusoe.com](http://www.plnusoe.com).

## ***Social Science Competency Assessment***

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<b>1. Analytical Thinking</b>	Provides instruction that enables students to learn and use analytical thinking skills in history and social science while attaining the California Common Core State Standards for social science and literacy in social science, including English Language Development standards to meet academic language needs of students.	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	Initial:      Date:
<b>2. Understanding of the world / democratic process</b>	Uses history to develop students' understanding of the physical world and encourage participation in the democratic process system of government.	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	

						Initial:      Date:
<i>3. Understanding the Past</i>	Teaches students about the past.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>4. Economic and financial principles</i>	Helps students understand advanced economic principles and personal financial literacy.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>5. Use of evidence</i>	Improves students' ability to make reasoned decisions based on evidence.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>6. Disciplinary significance</i>	Helps students to engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces for information that do not appear to connect to broader issues.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>7. Timelines &amp; Maps</i>	Uses timelines and maps to reinforce students' sense of temporal and spatial scale.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>8. Themes</i>	Teaches students how social science concepts and themes provide insights into historical periods and cultures.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>9. Multi-modal Teaching</i>	Helps 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.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>10. Reading in the discipline</i>	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations in diverse formats.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>11. Writing in the discipline</i>	Teaches students to write argumentative and expository text in the content area.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>12. Connections</i>	Connects essential facts and information to broad themes, concepts and principles; relates history and social science content to current and future issues to better understand their current world.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>13. Cultural Perspectives</i>	Teaches students how cultural perspectives inform and influence understandings of history.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>14. Primary and Secondary Documents</i>	Selects age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>15. Bias and Subjectivity</i>	Asks questions and structures academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>16. Classroom Environments / Discussion</i>	Creates a classroom environment that supports the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourages students to reflect on and share their insights and values.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>17. Multiple Viewpoints</i>	Designs activities to illustrate multiple viewpoints on issues.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>18. Technology</i>	Provides students with the opportunity to use media and technology as tools to enhance content area knowledge and to evaluate strengths and weaknesses of its use.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial: _____ Date: _____
<i>19. Critical Thinking</i>	Monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____

**This Teacher Candidate has completed all competencies for Social Science.**

University Supervisor or  Mentor teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_