

## History Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **History Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

<b>Peru State College Conceptual Framework Outcomes Content Knowledge</b>		
<b>PERU-U.1.2.1</b>	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
<b>PERU-U.1.2.2</b>	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
<b>PERU-U.1.2.3</b>	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

**Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.**

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;
- C. Demonstrate knowledge and an understanding of the people, cultures and civilizations of the Western Hemisphere;
- D. Demonstrate knowledge and an understanding of Western and Eastern civilizations;
- H. Demonstrate knowledge and an understanding of the cultural history of Nebraska, including Native American cultures; and

**Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).**

- E. Use historical analysis and interpretation to consider the perspectives of cultural groups;

- J. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and
- K. Engage in historical research using primary sources.

**Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.**

- G. Use a chronological framework to understand the sociological, political, economic, and cultural history of the global community through time.

**Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.**

- B. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;
- F. Identify and describe significant historical periods that impacted the development of the United States; and
- I. Analyze the impact of Nebraska’s past and present on United States history.

**Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.**

<b>Peru State College Conceptual Framework Outcomes Pedagogical Knowledge/Skills</b>		
<b>PERU-U.1.3.1</b>	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
<b>PERU-U.1.3.2</b>	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
<b>PERU-U.1.3.3</b>	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
<b>PERU-U.1.3.4</b>	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
<b>PERU-U.1.3.5</b>	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
<b>PERU-U.1.3.6</b>	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students’ interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10

**PERU–  
U.1.3.7**

Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.

INTASC  
Standards 2, 4, 5, 7