**History/Social Studies Education**

Subject Specific Items for PST Observation Tool

1. Candidates plan learning sequences that demonstrate alignment with the C3 Framework, state required content standards, and theory and research.
2. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate learning for civic life.
3. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.
4. Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.
5. Candidates use theory and research to plan learning sequences that integrate social studies content, disciplinary sources, digital learning, and contemporary technologies to foster inquiry and civic competence.
6. Candidates design a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for competence in civic life and demonstrate alignment with state-required content standards.
7. Candidates design coherent and relevant learning experiences and engage learners in disciplinary knowledge, inquiry, and forms of representation for competence in civic life and demonstrate alignment with state-required content standards.
8. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.
9. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.
10. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.
11. Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
12. Candidates facilitate collaborative learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation across the social studies disciplines.
13. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.