HIED 3010/4323

Field Observation Instrument

TQP revised 2013

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| ECU intern name: |
| Clinical/Practicum Teacher Name: |
| School: |
| Date of observation: |
| Class observed: |
| **Which ECU TQP instructional strategies did the teacher use during this lesson? (check all that apply)** |
| \_\_\_advance organizers | \_\_\_graphic organizers | \_\_\_jigsaw |
| \_\_\_think pair share | \_\_\_Example and non-examples | \_\_\_compare and contrast |
| \_\_\_higher order questions | \_\_\_games | \_\_\_formative assessment |
| \_\_\_summative assessment |  |
| **Which HIED companion strategies did the teacher use during this lesson (check all that apply)** |
| \_\_\_\_SKIDS | \_\_\_\_TNT/SSS | \_\_\_\_APPARTS |
| \_\_\_\_AIPAI | \_\_\_\_RAP-CAT | \_\_\_\_RAP-SUM |
| \_\_\_\_10-2 lecture | \_\_\_\_Discussion | \_\_\_\_Socratic seminar |
| \_\_\_\_Problem-based learning | \_\_\_\_Concept attainment | \_\_\_\_Framed paragraphs |
| **Describe observable evidence of how the teacher attempted to create a low-risk social environment that revealed a mutual respect among students.\*** |
| **How did the teacher link prior academic learning to new learning?\*** |
| **How did the teacher engage students in learning tasks that address students’ skills to interpret or analyze accounts of historical events of social studies phenomenon?\*** |
| **How did the teacher elicit student responses that required analyses of interpretations of history/social studies sources or accounts?\*** |
| **How did the teacher prompt students to use evidence from sources to build and support their arguments?\*** |
| **What strategies did the teacher use to develop academic language (vocabulary, language functions, discourse, or syntax) in this lesson?** |
| **In what ways did the teacher meet the needs of either small groups of students or individual students with special needs?** |

\*Some wording taken directly from edTPA Secondary History/Social Studies Assessment Handbook, SCALE 2013.