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.