HIED 3010

Field Observation Instrument

Revised 2014

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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 |  | |
| **Describe the ways the cooperating teacher uses instructional strategies to:**  **Deliver content:**  **Engage with and analyze a source (any type including visual texts):**  **Facilitate talk/collaboration:** | | |
| **Describe the ways the cooperating teacher uses literacy strategies to:**  **Develop vocabulary/academic language:**  **Make reading/writing connections with content:** | | |
| **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?\*** | | |
| **In what ways did the teacher meet the needs of either small groups of students or individual students with special needs?** | | |
| **What connections are you making between your content-literacy course (READ 3990) and activities you are seeing in the classroom? (Be sure to provide specific examples).** | | |

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