

HIED Clinical Teacher
Weekly Observation

Intern name:
Internship site:
Date:

Lesson element	Yes (2)	No (1)
All plans since last observation have been submitted appropriately and on time.		
Class began immediately upon the sounding of the bell		
Students were brought on task with a clearly presented whole class prompt		
Intern utilized bell ringer or introductory activity to quickly get students on task		
Opening segment reviewed or summarized material learned in previous lesson		
Opening segment engaged students' prior experiential (lived) knowledge		
Opening segment linked prior knowledge (learned or lived) DIRECTLY to the material to be taught through the lesson.		
Opening segment was presented in a way that reduces student time-off-task (lesson flows, pace is appropriate, little "dead time," etc.)		
Comments on opening segment of lesson:		
Direct instruction segment began with brief overview statement OR essential question that guided the instructional presentation		
Teacher uses an organizational tool to help students organize content material (outline, graphic organizer, thinking map, etc.)		
Teacher demonstrated rapport with students by presenting an environment where classroom students were asking and answering questions.		
New content in learning segment was linked to previously learned content.		
Students were engaged in learning tasks (source or evidence-based lecture, audio clips, video clips, visual representations of content, etc.) that addressed their skills to interpret or analyze accounts of historical events or social studies phenomenon.		
Lesson content was accurate.		

Lesson element	Yes (2)	No (1)
Lesson vocabulary was developed in a strategic way. Understanding of key terms was not merely assumed, but rather a strategy was used to develop understanding of the academic language associated with the lesson content.		
Segment was presented in a way that reduces student time-off-task (lesson flows, pace is appropriate, little “dead time,” etc.)		
Comments on direct instruction segment of the lesson:		
Intern linked content segment to source analysis and synthesis (writing) segments of the lesson.		
Classroom students were engaged in learning tasks that addressed their skills to interpret or analyze accounts of historical events or social studies phenomenon.		
Intern demonstrated rapport with students by presenting an environment where students are asking AND answering questions.		
Intern elicited and built upon student responses to develop analyses or interpretations of history/social studies sources and accounts or support arguments.		
Intern prompted students to use evidence from sources to build and support arguments around a central question (perhaps even the lesson essential question).		
Comments on source analysis and synthesis (writing) segments of the lesson:		
General comments on lesson:		
Suggestions for future lessons:		