

Social Studies Secondary Education Formative Student Teacher Observation Form

NOTICE: Please do not use this form without the permission of the University of Delaware Social Studies Secondary Education Program.

Student Teacher

Observer

School

District

Grade

Subject / Level

Number of Students

Date of Observation

Time

University of Delaware Scoring Scale

1	2	3	4	5
Clearly has NOT mastered the basic requirements of this criterion		Has mastered the rudiments of the criterion		Has mastered the skills of this criterion and has become highly effective

Domain A - Lesson conceptualization, preparation, and planning

Score	Component	Comments
	A1: Lesson plan format and context <ul style="list-style-type: none"> • Lesson plan and unit plan graphic organizer are prepared in the correct format. • Each component of the lesson has suitable allotted time. • Lesson and unit plans use correct grammar, spelling and punctuation. • Lesson is fully contextualized within the unit and makes clear connections to past and future lessons. 	
	A2: Alignment of lesson plan components <ul style="list-style-type: none"> • Lesson plan shows alignment among all of the following components: <ol style="list-style-type: none"> 1) Student objectives; 2) Lesson questions; 3) State standards; 4) C3 Framework indicators; 5) Lesson methods and activities; and 6) Assessment. • Appropriate content and concepts are chosen that allow students to address the above lesson plan components. 	
	A3: Rigor and inclusiveness of lesson plan <ul style="list-style-type: none"> • Lesson plan posits higher-order questions. • Lesson objectives provide appropriate and varied challenges. • Teaching content, materials, and activities are appropriate for this class. • Lesson is designed to accommodate a diversity of learners. 	
	A4: Evaluation of student learning <ul style="list-style-type: none"> • Lesson plan includes varied and appropriate student performance assessments. • Students are assessed on their ability to meet lesson objectives and standards, and to answer lesson questions. 	

	<p>A5: Unit Summative Performance Assessment</p> <ul style="list-style-type: none"> • The proposed assessment closely adheres to the unit compelling and supporting questions. • The proposed assessment incorporates the content and concepts of the lessons from the unit. • The proposed assessment addresses the skills of Dimensions 3 and 4 of the C3 Framework. • The proposed assessment engages students in real-world problems and asks them to provide real-world solutions. 	
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Domain A - Key Points for Continued Improvement

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Domain B - Creating a productive learning community

Score	Component	Comments
	<p>B1: The Classroom Environment</p> <ul style="list-style-type: none"> • Teacher encourages mutually respectful class interaction. • Teacher creates and successfully moderates social interaction. • Teacher creates a classroom environment where individual differences are valued • Teacher exhibits enthusiasm, initiative and a positive attitude. 	
	<p>B2: Student – Teacher Relationships</p> <ul style="list-style-type: none"> • Teacher communicates that all students are of equal importance. • Teacher establishes and maintains rapport with students. • Teacher responds appropriately to students before, during and after class. 	
	<p>B3: Classroom management plan for implementing classroom rules, consequences, and procedures</p> <ul style="list-style-type: none"> • Teacher establishes and maintains consistent standards of classroom behavior. • Teacher establishes and maintains efficient classroom routines. 	

Domain B - Key Points for Continued Improvement

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Domain C - Performance and execution of lesson

Score	Component	Comments
	C1: Time management <ul style="list-style-type: none"> • Lesson is executed efficiently from “bell to bell.” • Teacher manages smooth transitions within the lesson. • Teacher avoids unnecessary diversions and digressions 	
	C2: Classroom presence <ul style="list-style-type: none"> • Teacher makes learning goals and expectations clear. • Teacher makes instructional procedures clear. • Teacher moves around the room—filling the classroom space. • Teacher articulates orally and visually without distractions. 	
	C3: Pedagogical content knowledge <ul style="list-style-type: none"> • Teacher exhibits mastery of content being taught. • Teacher provides sufficient context for student understanding while providing clear and accurate explanations and feedback. • Teacher provides opportunities for learners to master discipline-specific language. 	
	C4: Content engagement <ul style="list-style-type: none"> • Teacher connects lesson to student’s frames of reference and prior knowledge. • Teacher uses effective questioning techniques, such as follow-up questions, use of analogies, and rephrasing of question. • Teacher challenges students to extend their thinking. • Student activities are engaging and effectively address state and national standards. • Teacher models discipline-specific strategies that guide students toward independent practice. 	
	C5: Content application and delivery strategies <ul style="list-style-type: none"> • Teacher effectively employs varied (differentiated) instructional strategies and technologies. • Percentage of “teacher talk” versus “student talk.” Teacher Talk % • Student Talk % • Teacher successfully adjusts instruction, meeting emerging needs and taking advantage of opportunities. • Teacher paces the lesson so as to balance individual student needs with the group’s needs, while accommodating the particular needs of developmentally challenged students 	
	C6: Assessment of student learning <ul style="list-style-type: none"> • Teacher evaluates student learning systematically throughout the lesson, employing multiple and diverse formative assessments. • Evaluation strategies generate data that enable teacher to accurately assess student learning 	

	<p>C7: Opening and Closing the lesson</p> <ul style="list-style-type: none"> • Teacher begins class promptly, gaining students’ attention using an effective focus strategy. • Teacher provides an effective introductory activity (first day of lesson). • Lesson is taught in a logical sequence. • Teacher provides meaningful closure to the class period. 	
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Domain C - Key Points for Continued Improvement

Domain D - Reflection and dispositions

Score	Component	Comments
	<p>D1: Reflection and responsibility</p> <ul style="list-style-type: none"> • Teacher articulates both strengths and weaknesses of this teaching performance. • Teacher accepts responsibility for the learning of all students. 	
	<p>D2: Feedback</p> <ul style="list-style-type: none"> • Teacher responds to feedback in a positive and professional manner. • Teacher has incorporated prior feedback from supervisors and cooperating teacher into subsequent instruction when appropriate. 	
	<p>D3: Professionalism</p> <ul style="list-style-type: none"> • Teacher demonstrates professional appearance and professional behavior. • Teacher provides all required materials prior to the beginning of the lesson. 	

Domain D - Key Points for Continued Improvement

Impact on Student Learning

A. How would you holistically rate the quality of student learning during this lesson?

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C3 Framework Dimension 2 Report

Indicator Observed	Score

C3 Framework Dimension 1 Report

Indicator Observed (If applicable)	Score

C3 Framework Dimension 3 Report

Indicator Observed (If applicable)	Score

C3 Framework Dimension 4 Report

Indicator Observed (If applicable)	Score